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## DRIFTING.

Down the river in the twilight gray,  
Rowing swiftly over the broad, blue bay,  
There, oars resting, did my light boat lay,  
Drifting, drifting.

Soft the moonlight from the white clouds stole,  
Drinking kisses from the wanlets' rail,  
Prancing peace unto my wayward soul.  
Drifting, drifting.

Memory whispered of my dear love's face,  
As she nestled in my manly embrace;  
Now, her eyes through eternal space,  
Drifting, drifting.

And my heart upon the sea of life,  
All alone to meet the whirl and strife,  
Another lost—amid temptations ripe,  
Drifting, drifting.

Oh! my darling, from the soft moon's haze,  
Do thine eyes of blue upon me gaze?  
Do thy golden locks entwined with rays  
Toward me drifting?

Pity sends thee here to still my mean;  
Back unto my arms at last I'll turn,  
Ho! sad heart, for all alone—  
Drifting, drifting!

## NEW YORK STATE TEACHERS' ASSOCIATION.

The New York State Teachers' Association held its twenty-seventh anniversary meeting this week at Saratoga in the Methodist Church in Washington street.

The first session was held on Tuesday afternoon.

Mr. Whiston A. Welch, First Vice-President, presided, and, after an organ voluntary by Mr. J. A. Waterbury, the organist of the church, introduced President Hopkins, of Williams College, who made the opening prayer.

The Chairman then introduced Mr. L. S. Packard, the Superintendent of the schools of Saratoga, who spoke as follows:

### PROFESSOR L. S. PACKARD'S WELCOME TO THE ASSOCIATION.

Mr. President and members of the New York State Teachers' Association: It having fallen to me to open the literary exercises of this convention in a few words of greeting, I cannot forbear the mention of an incident and a thought pertaining to an address of welcome to you to-day. It is many years since that, while engaged in the transaction of some business in the city of Albany, I felt a heavy slap upon the shoulder and a warm grasp of the hand, which for the time startled as much as pleased me. I turned and looked full into a handsome manly face of twenty-two, but to me entirely unknown. I asked the name, when a shade of sadness almost preceded the question, "Is it possible you have forgotten Joe Rogers?" There were reasons why I could not forget Joe Rogers, the school boy; and reasons equally as good why I could not see him in the person before me; for the wayward boy had grown and changed into the man, and the heart of the man remembered and delighted to meet and greet the instructor of his youth.

And have I not spoken for us all, my friends? Have not all your hearts been warmed by the unexpected greetings of the schoolboy and schoolgirl, disguised by the nobility of manhood or the purity of womanhood? And would you not all with me, could we, gladly step from this platform into yonder midst, and with hand and heart and eye shout a welcome to the dear friends and faithful teachers of the numberous years?

But I am not here to indulge in retrospective glances or utter such greetings as I have named; but rather to extend to you the welcome of kindred and of friends; such words of welcome as one may extend to others, members of the same family; brothers and sisters in the great family of teachers.

Permit me then, dear friends, as a brother at home may, to bid you all welcome. And may I not also speak of the mingled feelings of pride and pleasure with which I am moved in the discharge of this appointed duty. I am proud and happy to stand before you at the head of a system of graded schools, which having been but a few years since inaugurated in the bitterest opposition and once since nearly strangled, now stands secure on a firm base and in a happy operation, and justly claims its place among the good educational systems of the larger villages and cities of our State.

I am proud of and happy for the teachers who have contributed so much to make this system what it is, and who are to-day nearly all claiming admission to your ranks.

I am proud and happy to speak of the Board and friends of Education and the press of the village, all of whom have

manifested so much interest in the coming of this body.

But the highest source of pride and pleasure remains in the fact that you are here. The assemblage of public bodies is no new thing in the history of Saratoga Springs. Women's Rights Conventions have met here, and have shrilly and shrilly piped their fancied wrongs, and have been as speedily forgotten as the breath giving them transient life. Conventions representing the various isms of the day have sat down here to weave their theories, and have soon become as nameless as the passing breeze. Political conventions have brought here their loud mouthed orators, their good, benevolent country-saving souls sparsely sprinkled with the pure-minded patriot and statesman; and, after having wonderfully foun'd, first the right man, the man for the hour, the man who had already found himself, have dissolved and gone away to the still coarser and rougher work of election.

Temperance and other philanthropic bodies, as well as ecclesiastical bodies, have all done here their peculiar work of preparation and progression in the improvement of the human race.

But to-day, my friends, beholds the grandest, the noblest gathering ever known in the annals of our village. It is you, coming here from hamlet and from town, from village and from city, to engage in the great and noble work of mutual self-improvement, that thereby we may be better fitted for the arduous and difficult discharge of duties the highest and holiest, with a single exception, in which man has even been called to labor.

All these bodies to which I have referred have deposited their dollars in our hands and helped for the time to swell the life and gaiety of our beautiful village. Some of them have doubtless been beneficial in a higher and nobler sense; and have here matured plans for successful combat with the world of evil around. But this Teachers' Association stands unique and alone in the peculiar purity of its design, and the very principle which gave and keeps its life.

And why are you here? Why, in this midsummer afternoon, when the harness of the year has all been lit and laid aside, when the weary mind just begins to sparkle and exult in its old elastic fires, when the tired body just begins to throb and glow under the stimulus of returning vital force, why have we assembled to listen to literary treats and engage in literary efforts, different, it is true, from those laid aside, but yet no less exhaustive? Why have you voluntarily transferred to the treasures of railway and steamboat companies and to the hands of hotel and boarding-house proprietors a considerable part of your too-often scanty income, that you may come and be here? In short, why in these bright summer hours have you left play and come to work? Is it not in recognition of the great truth that the knife which would cut smoothly and well must be kept clean and sharp, that the hammer which would strike telling blows must be round and full in the face and adroitly swung, that the surface of gold and silver even, in order to reveal their purity, must be often polished? In short, is not the principle which I have already enunciated, viz., mutual self-improvement, in order that we may be the better fitted for the great work of teaching, the motive which has impelled you here? And am I not right in saying that in the purity and nobility of its immediate motive and ultimate design this convention excels, with perhaps a single exception, all others which have ever met at Saratoga Springs? It is but just that I should here say a few words in behalf of the Committee of Arrangements. Our work has been carefully planned and thoroughly systematized. But you will all be aware that we contend with difficulties here which are to be found in no other place. It is a matter of no small undertaking, suddenly and for the specific period of three or four days, to add so large a number of guests as that here anticipated to the many thousands already among us. Proprietors of hotels and boarding-houses, although willing and glad to do all they can in the matter, have yet been quite naturally desirous of consulting those interests which bring to them their yearly income. It was not until the last moment that we could ask and expect of them a definite answer as to what they could do. The committee believe that all has been done to secure the comfort of our guests which could with reason be expected or accomplished, and should any of you go from us

with a feeling of discomfort or disappointment, rest assured, dear friends, that our regards will be quite as great as yours.

The attractions of our place will speak for themselves, and yet I may be permitted to note a few.

Running from the southwest to the northeast through the village is a ravine or valley, in which are located the springs; sparkling and bright outlets and products of that wonderful laboratory, placed there by our Heavenly Father for the healing of the nations. Will you walk? Our modern Vale of Tempe, Congress Spring Park, with its sylvan bowers and shaded walks affords a safe retreat from the heat of the sun and the heat of debate. Will you ride? To the south you will find the so-called spouting springs; not wide-mouthed and frothy as a stamp demagogue, but delicate and pure as the high-souled orator; and whose waters, like many a man's speech, are never the worse for the gashes contained.

Passing thence north and eastward, you will find the course over which Pegasus runs; a lovely spot to those who delight in the sports, excitements and risks of the turf.

Passing northward you will find other groups of springs and baths for the exterior of the exterior as well as the interior man.

Passing thence along the banks of the beautiful Excelsior Lake, now the reservoir of our village water-works, and westward, you will soon reach Glen Mitchell, built and owned by the present President of the village; drive slowly or stop, for you will love to sit awhile under those broad piazzas and gaze upon a nook in which taste and skill and art have added so splendid a supplement to the beauties of nature.

Though loth to leave the glen, a drive down through Broadway will reveal to your eyes a scene the counterpart of which I believe you may search the world over to find. Are you desirous of settling whether the moon is made of green cheese or no. A visit to Saratoga Lake, a sail upon its waters and an examination of its surroundings will reveal the fact that there is a man in either moon whether he be new or old; there are no quadrupeds or halvea there; but Moons are always full of such hospitality and cheer as seldom fail to fill gashes too.

Permit me in closing, what must of necessity be a somewhat formal address of welcome, and that, too, without a desire or attempt to forestall abler efforts yet to come, to express the wish that you will welcome and greet each other; that the literary business and labor of this meeting may be crowned with such a glow of friendships begun and friendships renewed, as will brightly lighten our onward path through life. Let us not forget that we are members of the same great family, and that we may each of us do much to render every other member pleased and happy. Let reserve and restraint be cast to the winds and a social freedom mark the hour.

Let the labors, the trials, the vexations, and the disappointment of the past be now forgotten; and the fears for the future, if such there are, be now cast into the hands of One who orders the events of all our lives.

Let nothing come from without, or arise from within, to break the harmony or mar the enjoyment and usefulness of the occasion. And may we all, in future retrospective glances at these days, as soon to pass, see nought but the polished shaft of intellectual culture resting on the firm foundation of mutual help, and crowned with the ever-green wreath of friendship, twined with the sweet forget-me-not.

Dr. Cruikshank, ex-President and Corresponding Secretary, followed in reply. It was, he said, a pleasing duty to return thanks to the teachers and citizens of Saratoga for their welcome. They came together with no new purpose, but the same that had brought them together for the past 27 years, to gain mutual strength and vigor for their battle with ignorance, and on coming here their hope was rather to carry away strength and energy for their work than to leave to their hosts any special return.

They accepted this welcome, not as to themselves individually nor collectively, but on account of their cause—a cause for which the highest ability, the purest character, the noblest purposes were all too poor. That work was to take in hand and build up the human soul to its full strength—that human soul whose achievements were only bounded by the limits of human thought.

This was historic ground, but the battle-

field of Saratoga commemorated no greater achievement for humanity than other movements the knowledge of which was less widely chronicled.

This was the 27th anniversary of this Teachers' Association, but 37 years ago a teachers' association met in Saratoga County. He had taken from a record of 1833 the names of three pioneers in this line—M. P. Caver, D. H. Crittenden and Augustus P. Smyth—who were still among them.

The State Teachers' Association was organized at a time of apathy in educational matters, at a time when education was discredited, at a time when many of their first men and even heads of State departments set their face against public education. But it was founded by men who had the matter at heart. The effect of their work was seen now in the greater attention to school matters, in improved schoolhouses, in better school laws and a school system built up in this State, the peer of that in any other State, or, indeed, of any in the world.

If they had done anything worth chronicling, it was not through or by themselves, but because the work itself was so noble. He would not now recall the many memorable incidents in their history. Others, at another period in their proceedings would do that; but there were memorable names among their associates that the age would not let die, for they were stamped into the hearts of thousands.

Some of them had reached to the middle age whose grey hairs showed that their work was nearly done, but then younger men and women coming up with bearded nobler aims and stronger powers. But they must not forget that larger opportunities had been granted. Now they had in this State 8 Normal Schools, a number of excellent colleges, while the common schools had risen to be fully equal to the academies. In these things they gloried and in these they had a right to glory. They had just heard a minister of religion praying for the objects they sought, and when at the final exercises they sang, "Praise God from whom all blessings flow," would they not feel it a battle cry with which they could go forward with renewed strength and energy to the great work before them. In conclusion, he tendered to the Saratogans hearty and sincere thanks for the reception, hoping that they might go on together in the great work before them, and to the accomplishment of their common purpose.

The chairman then announced President James H. Hoose, who delivered the inaugural address as follows:

Mr. Chairman, Members of the Association, Ladies and Gentlemen: The present times and seasons witness to things marvelous. Reputations are, in the morning—from the evening they withhold themselves. Terms and Phrases, with the bloom of popularity, make fragrant the air of the early day—but the winds which escort the sun to his golden setting carry with them only the odor of the leaves withered.

In general, it may be said that all things are in a state of oscillation—now at one side, now at the other, of the centre of rest, of stable equilibrium—this centre is Truth, God's own Truth.

The farther from this point, the greater is the tendency to fall rapidly from any suddenly secured elevation.

Reputations not resting upon this stable centre are as the dew in a summer's morning sun—"The place that knew it, now knoweth it no more."

All philosophy gropes around and downward for this stable point of rest, and until she can find it ureas is her chair and weariness her stimulant. But when the "fullness of time" shall cause her face to shine with gladness at the sight thereof the "Son of Righteousness shall be the joy of the whole earth."

Wisdom admonishes that the foundations upon which rests the popularity of terms and phrases be diligently searched, that the justness of the assumed consequence may be established.

The fraternity of educators attach a certain worthiness of importance to the term profession, as applied to the proper business of teaching.

This paper proposes to inquire concerning the meaning of the term profession—its historical development—the elements which are the complexity of the idea—the force of it, as applied to teaching—what still may be essential in order that teaching may become the nobility among the acknowledged professions—how these grand ideals may become, in the length of days,

as words spoken from the house-top, heard and understood by all men.

As introductory to the main discussion there are submitted :

Some fundamental distinctions, as shown by a comparison of definitions:

C. J. Smith—(a.) *Business* is a very general term, "it comprises any exercise of knowledge and experience for purposes of gain."

(b.) When it consists of buying and selling merchandise it is a *Trade*, "as to exchange commodities for money."

C. J. Smith—(c.) "When there is a peculiar exercise of skill, it is called an *Art*," as "to exchange skilled labor for money."

(d.) "When learning or ('particular—*Craft*) skill of a high order is required, it is called a *Profession*, as "to exchange intellectual exertion for money."

That is: *Business* includes any knowledge and experience as instruments of gain.

*Art* implies skill of hand.

*Profession* necessarily demands the idea of learning, of intellectual worth, as compared to the worth of the hand.

Hence, in early times, only law, medicine and theology were professions, and they were called the *Learned Professions*.

The better to illustrate and define the position occupied by the business of teaching, it will be presented in contrast with another business—one that is acknowledged to be a profession.

The standard assumed for comparison is the profession of law.

This is taken because the history of law is the record of the developments of the various theories of government—is the record of the actual progress of the nations in civilization and enlightenment. For as people thought and believed so did they control by legislature—according to their legislations so were they prompted to act and to legislate anew.

Hence *history*, in its most extended sense, is a commentary upon the laws of the nations—upon the struggles of the human soul for that blissful state of earthly harmony, peace and happiness, which is the perfect ideal, the very centre of the stability of truth.

With reference to the profession of law, let the following be submitted:

1. Concerning the manner of the introduction of laws:

"The earliest notion of law is not an enunciation of a principle, but a judgment in a particular case. When pronounced in the early ages by a king, it was assumed to be the result of a direct divine inspiration."

This is still the manner of introducing laws in all the wild, uncivilized races of the world—and always must be until such tribes become civilized.

Afterward came the notion of a custom which a judgment affirms, or punishes its breach. In the outset, however, the only authoritative statement of right and wrong facts have occurred. It does not presuppose a law to have been violated, but is breathed for the first time by a higher power into the judge's mind at the moment of adjudication. When aristocracies succeeded to the power of kings, they became depositaries and administrators of law, without claiming direct inspiration for each sentence. They monopolize the knowledge of law. *Customary* law now exists, which is assumed to be precisely known to the privileged order or caste. This is the era of unwritten law. Before the invention of writing, this was the only expedient by which there could be an approximation to an accurate preservation of the customs of a race or tribe.

Next we arrive at the era of Codes, of which the Twelve Tables (A. U. C. 300, B. C. 449) are the best known. Everywhere law graven on tablets takes the place of usages announced by the oligarchy.

This movement was not due to any notion of the superiority of codification, but to the fact that writing was a better depository of the law than the memory of individuals.

\* \* \* \* \*

A great mark of distinction between the Romans and the Hindoos consists in the fact that the Romans had a code early in their history, while customs were wholesome, and before that usage which was reasonable had generated that which was unreasonable.

"As soon as a code is produced, there is no longer a spontaneous development of law. Hereafter, investigations must be confined to progressive races of men. With these, social necessities and social opinion

are always more or less in advance of law. Law is stable; society is progressive.

"There are three agencies with which law is brought into harmony with society—legal fiction, equity and legislation. Their historic order follows this arrangement.

"(1.) by legal fiction is meant an assumption which conceals or affects to conceal the fact that a rule of law has undergone alteration, the letter remaining unchanged, but its operation being modified.

"This is a rude device absolutely necessary in the early stages of society." [Feigned Issues were abolished in N. Y. in 1847. Code.]

Under this head it is of special interest and profit to note that: "Under the English and American systems no judge can enunciate a principle until an actual controversy arises to which the rule can be applied; under the Roman theory, there was no limit to the question to which a response might be given, except the skill and ingenuity of the question. Every possible phase of a legal principle could thus be examined, and the result would show the symmetrical product of a single master mind. This method of developing law nearly ceased at the fall of the republic."

Since that time, writers on law have been authors of treatises rather than authoritative enunciators of law principles.

(2.) "The next instrumentality by which law is adapted to social wants is called *Equity*.

This is a body of rules existing by the side of the original law, and claiming incidentally to supersede the civil law by virtue of a superior sanctity in its principles."

The Equity Law of England is complex in its texture, and derives its materials from heterogeneous sources, such as the canon law, Roman law and the mixed systems of jurisprudence and moral construction by the publicists of the law countries. It was greatly controlled in its growth by the necessity of conforming itself to the analogies of the common law, although it claimed to override it in many respects on the strength of an intrinsic ethical superiority.

The Equity Law of Rome, as a legal system, consisted of two ingredients: one, the law which the people enact for itself, called the *civile*, and the other that which natural reason approves for all men, and which is called the *law of nations*, because all men use it. This latter element is elsewhere called the law of nature, and is said to be the offspring of natural equity as well as of natural reason."

It is worthy of note at this point, to state that the Roman lawyers, in their practice, "set down as a part of the law common to all nations, whatever particular usage was seen to be practiced by a large number of separate races."

But the most important element in the Roman Law Equity was based upon the Greek theory of a law of nature.

Under this theory, nature denoted the physical world, regarded as the result of some original element or law. The later sects added the moral to the physical world in the conception of nature. It was not merely the phenomena of human society, but phenomena resolvable into some general and simple laws.

Greek philosophers imagined that but for some accident the human race would have conformed itself to simple rules of conduct, and have lived according to nature. This was the end for which man was created. On the subjugation of Greece, this philosophy made the most rapid progress in Roman society. The Roman lawyers were the leading disciples of the new school—the alliance of the lawyers with the philosophers lasted for centuries.

From this moment the law improved with great rapidity. The simplicity and symmetry associate with the conception of nature were regarded as the characteristics of a good legal system." Ceremonies and useless formalities disappeared.

The greatest function of the Law of Nature was discharged in giving birth to International Law and Law of War. The principal postulates of international law are: first, that there is a determinable law of nature; next, that natural law is binding on States."

In this connection let it be farther said that "The perfection of law has been considered as consisting in an adherence to the plan marked out by the original legislator. The great advantage which the Romans possessed, was that through their theory of natural law, they had a distinct object to aim at, like that which Bentham gave to English lawyers, when he announced that the true object of jurisprudence was to secure the general good of the community. It was not from motives of philanthropy, but from a sense of simplicity and symmetry, that the Roman lawyers held up the law of nature as an ideal and perfect law."

Next in order of the agencies with which law is brought into harmony with society, as before specified is

(3.) *Legislation*, which derives its authority from an external body or person. It is not necessarily governed by any principle. The external body may legislate in the wantonness of caprice, or its action may be dictated by some principles of equity. In either case, its binding power depends solely upon its external authority."

In the youth and infancy of a nation it is a rare thing for legislation to be called into action for the general reform of private law. Its development must depend upon the development of fiction and equity."

To recapitulate: Laws have been introduced by:

1. Declarations and acts emanating directly from the law-making power, in the authentic and established form, and pur-

porting to be rules of conduct in the circumstances, and for the cases, to which they relate.

2. Customs and usages, which being generally known, assented to and observed, have thereby acquired the force, and received the name, of laws.

3. Principles or precepts of natural right, which have never been superceded by express legislation.

The laws have kept pace with society by means of:

1. Fiction.
2. Equity.
3. Legislation.

II. Concerning the conditions in which law has existed in its history. The laws have existed in:

1. The traditional state—unwritten.
2. The state of customs or usages—first unwritten, then written, but still unsystematized.
3. The state of codification—the one in which it now exists.

*That is:* The periods have been:

1. Original rudeness.
2. Subsequent confusion.
3. Ultimate system.

Contemplating the infinite number and variety of cases arising for the attention of the lawyer—feeling the necessity for system and method in studying law, Mr. John George Phillips writes:

"To limit the increase or to acquire a knowledge of the disconnected mass is impossible, and as the difficulties increase the intellect required to grapple with them (as every volume of reports shews) diminishes. Nothing but a recurrence to first principles, a restoration of something like method and unity, in other words, codification, will raise the law to the dignity of a science, or prevent inferior practitioners of uncultivated and unphilosophical minds—chosen by the favor of those whom they resemble—from usurping the highest places in it and giving the tone to those who make it a profession."

"This brings us to the third and final stage (which in some centuries hence our practical country will perhaps arrive at), in which this systematic unity is attained, in which the facts, collected by experience and methodized by reason, are embodied in a single volume, when law ranks with the most liberal and dignified avocations and the lawyer is no more the mere 'chamber of formulas' and the 'trifling critic.'

Thus much for the history and development of the science of law.

III. Concerning the science of law as it exists to-day.

Very briefly, the profession now possesses, as fundamental materials of subject matter :

1. Maxima.
2. The unwritten but very potent common law, which is steadily "advancing by self-evolution as all science, slowly and irregularly, but none the less surely, toward its ultimate perfection."
3. The statute, or codified positive law.
4. Natural law, or law of nature, as made known by the Divine will and by human reason.

IV. Concerning the mechanical methods required by the profession of law.

There are :

1. A prescribed term of study before one is allowed to become a member.
2. An examination of candidates by members of the profession, and by no others.
3. Established measures—Bench and Senate—for purifying the profession of unworthy members.
4. Established rules of principle and of practice.
5. Well digested and systematic code.
6. Bodies—Legislatures, Judges, Courts—which can revise present rules or accept new ones.

7. A system of reporting and publishing law cases, which is approaching more and more of completeness.

General summary of the discussion of the profession of law.

1. Manner of the introduction of law.
2. By declarations and acts of individuals.
3. By customs and usages.
4. By principles of natural right.

Law and society have been kept together:

1. By fiction.
2. By equity.
3. By legislation.

II. Conditions in which law has existed.

1. Original rudeness—unwritten.
2. Subsequent confusion—unwritten and written.
3. Ultimate system—codification.

III. The science of law as it now exists.

1. In maxima—written.
2. In common law—unwritten, except in data.
3. In positive statute law—codified.
4. In precepts of natural law—written.

IV. Mechanical methods of law.

1. Prescribed course of study.
2. Examination by the profession.
3. Measures for removing members by the profession.
4. Established rules of practice.
5. Systematic codes.
6. Bodies to revise rules of practice, or to establish new ones.

NOTE.—A profession must contain both subject matter and method of procedure in applying the subject-matter to individual cases.

This summary of the constituent elements of the profession of law represent, in the main, the elements of the professions of medicine and theology.

What differences there may be those which necessarily pertain to the subject-matter, as such, rather than to the profession, as such.

Hence, the foregoing elements may be regarded as those of a profession in gen-

eral; and these elements may be assumed as essential.

Therefore they are the basis from which to proceed in an inquiry as to whether this or that business is properly a profession.

Before beginning the discussion of the question as to whether the business of teaching is properly a profession, it may be profitable to institute a brief comparison of law and teaching, having especial reference to the following points:

1. *Objects.*—At the present day both have, as objects, the best good to the greatest number.

2. *Means employed.*—The law employs force andusion—vigorously of the first.

Teaching also uses both, with a strong tendency to employusion to a far greater extent than force.

3. *Materials operated upon.*—Law aims the more especially to guide the adult. Teaching leads the young. Both work upon the mind.

4. *Mutual influence.*—Teaching causes a modification of opinions and theories—these change laws—this modifies theories again. Thus there is a varying and important influence of the one upon the other.

5. *Scope.*—Both allow the widest and most liberal latitude of which the human mind is capable in its theorizing for the good of those for whom the theories are digested. Law regards the great good here, in order that hindrances may be removed, which should imperil the prospects for a future good—in passing with regard to the future of the individual—only contemplates the continued prosperity of the nation as such.

Teaching embraces the scope of an immediate, a present good, and an active, a positive, an earnest preparation for the future good—thus, indirectly for the well-being of the nation, and directly for the future good of the individual.

Law proposes to reach the individuals through the masses; teaching molds the mass by influencing the individuals.

6. *Results.*—The general tendency of the results of each is to a more enlightened and ennobling liberty for the human soul in its efforts for the good and the true.

7. *Definition.*—Teaching is a business which requires "learning or particular skill of a high order."

Law requires the same.

8. *Workers at the business.*—Men and women are engaged in each—more men in law, and more women in teaching.

9. *Time spent in business.*—With the law, the entire active adult life—with the teaching, in the United States, an average of a very few years.

Remark: From these general considerations, far as noted, it appears that these two kinds of business may be regarded as of nearly equal rank.

Let the preceding discussion introduce this direct question:

Main Question: Is the business of teaching justly entitled to be ranked as a profession?

That the investigation may appear the more explicit, let the business of teaching be examined, to ascertain whether it can be made to appear that there are embodied within its essentials the elements analogous to those found within the law. The same general order will be followed as before.

1. Manner of introduction of the business of teaching.

1. It may be said, with slight verbal changes, of this as it was of law, that "The earliest notion of methods of teaching is not according to an enunciation of a principle, but according to a judgment in a particular case."

But it cannot be said farther, as it is of law, that "When pronounced, in the early ages, it was assumed to be the result of a direct divine inspiration."

Rather was it that each taught according to his own pleasure and ingenuity. The methods and principles according to which teaching conformed itself were as various as were the minds which taught—neither were they written.

But these methods were more or less of guides to those who followed.

This is still the manner of teaching in all places distant from advanced centres of education—there is no concert of action.

(2) Following this, as in the law, there came the notion of a custom." But this custom did not become, "however, the only authoritative" method of proceeding in the business of teaching. Yet this method which produced the best results undoubtedly was held in most favor for the time being. Succeeding to these customs, as held by the individuals who gave instruction, there came schools—centres, which now constituted the aristocracies in teaching—"they became depositaries" and expositors of methods in teaching, "without claiming direct aid from any other sources. They monopolize the methods of teaching." Usages now "exist which are assumed to be precisely and exactly known to the privileged order or caste," known to be adopted by the profession.

It may be added: "This is the era of unwritten methods and theories of teaching."

(3) There follows the period of attending to nature for methods and principles of teaching.

Old declarations and acts of individuals, of customs and usages, in methods of teaching, are all undergoing modifications by reason of the principles evolved from an intelligent and unwavering study of nature's methods of teaching.

A trifling change of words, and the old Greek theory of nature, as adopted into Roman law, will read:

"The educational philosophers imagine that but for some accident, the human race would have been educated according to simple rules which are according to nature."

As the educational philosophers imagine

To-day witness the renewal, in analogy, of that olden time when the Roman lawyer was an ardent advocate of the Greek philosophy—the time of the "alliance of the lawyers with the philosophers."

For to-day the earnest teacher is also a philosopher who studies as did the ancients—for that "simplicity and symmetry of nature which is an ideal and perfect law"—to whom the perfection of the law of methods in teaching is considered as consisting in an adherence to the plan marked out by the original legislator."

How strangely seems it, to-day's philosophy in educational researches is the same as that which obtained in the glory of Roman times, as that which the stories promulgated!

To recapitulate: Thus far there appear the following, with reference to the manner of introduction of the business of teaching:

1. By declarations and acts of individuals.
2. By customs and usages.
3. By principles of natural method.

Methods of teaching and opinions of society have been kept together by what may not inaptly be called the fiction and equity of customs, and the principles of nature—that is, by those extusions of the letter of customs, and of the common sense of theory, which correspond to the general meanings attached to those terms in law.

But in the United States—in the State of New York in special—there is not yet appeared any legislation which bears upon either the subject-matter of the business of teaching, or regarding the methods of practice.

Aside from this, the two kinds of business appear to be entitled to somewhat of kindred rank.

II. Conditions in which the subject-matter and methods of the business of teaching have existed.

1. In the early times these were all in a state of "original rudeness," and unwritten.
2. Then followed the "subsequent confusion," in which many of data are written, but far more of them are unwritten.

This is the condition of the science of education with us to-day.

With us there is yet no "ultimate system—no codification" of principles and rules of practice, as there exists in the profession of law.

To recapitulate, the conditions in which the business of teaching has existed are;

1. That of original rudeness—unwritten.
2. That of subsequent confusion—unwritten and written data—the condition in which it is found to-day.

Aside from the "ultimate system arising from codification," the two kinds of business may bear comparison under this head.

III. The Science of Teaching as it now exists.

1. In unestablished and contested maxims—mostly unwritten. (See Pestalozzi's Maxims.)

2. In common customs which are mostly unwritten, and which are nearly as indefinite and various, one from another, as the numbers of those who are engaged in teaching—say 200,000 varieties in the United States alone; or, to come to the "great and glorious Empire State," say 28,000 or 29,000. This allowance, while liberal, does not yet permit more than one special method to each teacher.

3. In positive and codified rules which exist only in the weary hopes of some enthusiastic and untraveled theorizing brain.

4. In precepts of natural law, which are quite generally written, and which serve the significant and important purpose of inspiring each educator to attempt to write a new and original work on psychology.

To recapitulate: Concerning the science of teaching as it now exists, there appear:

1. No well accepted maxims—or next to none.
2. No universally common customs and established usages.
3. No codified, positive subject-matter.
4. No generally accepted theory of natural development.

With the exceptions noted above, the two kinds of business may claim relationship as regards the two sciences.

IV. Mechanic methods of the business of teaching.

1. In order to become a teacher, what is usually done with us to-day?

(a) Study in a public school.

(b) Study in a private school.

(c) Study in some higher schools—as academies, colleges, universities.

In all these schools the work done is to acquire knowledge of the subject-matter of the things to be taught—nothing is done to inform concerning the philosophy of the methods of teaching, as such.

(d) Study in a normal school, in which efforts are put forth to inquire into the philosophy of teaching.

But too many of these schools spend their best energies upon the mere acquisition of text-knowledge.

(e) Candidates for the business of teaching are examined by whomsoever the policies of the day happens to invest with the proper authority.

This unfortunate circumstance places the business of teaching quite at the mercy and beck of any and of every possible kind of business under the sun—from the farmer down to the leader of the political "primary."

One of the fundamental rules of trial by jury is that a man shall be judged only by his peers.

But here is it without remedy if the brazen impudence and ignorance of the possibilities of politics clothe with the authority, or disrobe the teaching education which must affect the nation as it affects the mind of childhood.

(f) Persons admitted to the business of

teaching can be removed by the same unpeered power which granted the authority.

This is well, perhaps—is as it should be.

And in so far as the same power which gave authority can withdraw it, this business is analogous to the method in the law.

(4.) Concerning established rules of practice in the business of teaching.

Should some venturesome explorer send out his inquiring thoughts to search for established rules in the practice of teaching, the thought, like Noah's dove, would find no rest for the sole of her foot, and she would return unto him again, "because of the troubled and deep waters of intellectual confusion which to-day do no more than to float an ark in which hope for the "good time coming" may uneasily rest.

(5.) Concerning a systematic code for the business of teaching.

But very few educators have well-established codes for themselves even—each believing his own better than his brother's, for him—each thinks his brother's heart is correct, but that his head is, possibly, too weak to be followed.

(6.) As to bodies to revise rules of practice in teaching, or to establish new ones.

To speak of this, after having noted the last point, is like unto the anecdote which records the entry of a prince into one of his rural cities, the chief magistrate of which is honoring the event, explained to the prince that there were eighteen reasons why he did not celebrate with a cannon salute: "First, there never was a cannon in the city; second, —." "That is well enough," said the prince; "this covers all the other."

So is it with this point—there being no codes or rules of practice, there is no occasion for a body to revise.

To recapitulate: Concerning the mechanical methods of the business of teaching, there appears:

1. An unsettled course of study in some of the normal schools of the United States—not in all.
2. In others the theories and methods are somewhat firmly established.

Hence with the exception of:

- (a) Provisions for examining teachers by members of the fraternity only.
- (b) Measures for removing by teachers only.

(c) Established rules of practice.

(d) Systematic codes of

"oak" when the shrub is seen—because there are all the necessary elemental characteristics of the great tree—therefore it undoubtedly is legitimate to call the business of teaching a profession.

Still, discretion suggests the wisdom of being modest in bearing the title.

It is wiser to accept the wholesome truth, and to acknowledge it meekly and hopefully, than it is to blind one's eyes with the inflated bravado of swelling pomposity.

For there is enough to encourage greatly that the times, in their spirit and doings, tend rapidly toward ultimate system in educational matters in the United States.

In the old world this is even now the case.

**General Remarks:** I. The fundamental principle contained in the statement that "all men are entitled to life, liberty, and the pursuit of happiness," is undoubtedly good.

Yet under this, men intrust their fortunes, their reputations, their "lives and their sacred honor" to the guardianship of others.

In the union which it is concession secures rest the vigor and surety of our institutions. For each man, having yielded certain "inalienable rights" to the compact, has a personal and a special interest in the integrity of the union.

No one complains because he must abide by the will of the majority—all gr. at the wisdom of concession, by waiving personal opinions and preferences for the general good, in order that the union thus formed may the more successfully resist open vice and violence and promote the general welfare. This fact makes it possible that the business of law and of statesmanship can become professional.

In theology even, men are willing to harmonize individual opinions in order that there may be a united strength to resist immorality.

This makes possible a profession of theology.

Will the speaker be pardoned if, by way of farther enforcing this point, he allude to another subject which will be fully appreciated? Never, more than this year, have politics been "mixed"—thousands are disappointed, are vexed, are swallowing "bitter pills," are making singular acquaintances; yet no one will question the propriety and wisdom of voting—which means simply that individual preferences should yield to the best good of the whole—which implies that the strength that a union of opinion gives should be maintained at all hazards.

Who will question but that in his voting every citizen is still acting as though he believed himself fully "entitled to life, liberty, and the pursuit of happiness?"

But when the sentiment is applied to methods and principles of teaching—that intelligence may the more effectually conquer ignorance—the phrase "the pursuit of happiness" means that every teacher must be allowed his own special forte—the same as that which Artemas Ward attributed to Washington, that of being "different from everybody else." A remarkable fact is, too, that the younger and more inexperienced teachers enjoy this "pursuit of happiness" to a very vigorous extent!

Hardly any one teacher has faith in any scheme or theory that he has no voice in developing.

Faith may be summed thus:

1. In law, in statesmanship, in politics, all have faith in the hearts and wisdom of the united people.

2. In theology all have faith in their church creeds and in God.

3. In regard to principles and methods of teaching, all have eternal faith in them-selves.

Works may be classified as follows:

1. In law, statesmanship, politics, no one ever complains because his plans and methods are established rules—no one ever feels that he will lose his individuality and become a mere machine, a parrot, by conforming to established methods of practice in the making of which he has had no voice—does not claim that all individual cases can not be brought within the principles and practices that he adopts.
2. In theology no one complains because he must baptize by immersion, or by sprinkling, or by both; no one complains that he must preach this or that doctrine; does not feel that he will lose his individuality and become a mere parrot, an automatic machine; does not feel himself restricted in reference to reaching outward sufficiently far to reach all sinners.
3. But in teaching, anti-machinism and individuality can only be retained, and all individual cases can only be reached by adopting just and only those methods and rules of practice which nobody else adopts!

This is true, it is a mark of independence! And the day on which one first steps into the school as teacher, that day is the day of one's birth into an independence of method, into an independence of practice. Hail to that natal day! That glorious and perpetual Fourth which celebrates the birth of Freedom—Freedom from the entrapment of established methods and rules! Hail, glorious bird of the skies—eagle of the lone crag! For well art thou a type of the solitude of each one who opens a book or wields a rod! For thou despisest to unite with the birds of the smiling valleys, unless it be to sweep majestically down upon their simple ways with the bezom of relentless destruction!

Should, then, all work in just the same method? No!

Should there be allowed any chance for individualism?

Most emphatically, yes. But let there be an organized system with regard to this—let unbiased reports be made of the re-

sults—let them be discussed, rejected, or adopted, with authority.

In this way can all the really valuable thought and experience be utilized and unified—in this manner can the business of teaching be raised to its legitimate place amid the professions.

II. Teachers are a timid people—all free to give their successful experience, and all bound to hide their unsuccessful.

For an unsuccessful record is not a good recommendation with which to apply for a situation.

If a member of a profession, working according to the rules of the order, fail, the failure is not altogether attributed to the individual—the profession helps to bear it.

If a member succeeds, the profession gains, as well as the individual.

Hence, a profession is an element of strength to its members.

But in teaching, each one stands by himself almost utterly. This is because of the weakness of the professional element in the business.

III. In teaching as in law there should be published full reports of the failures as well as the successes. These should be well digested. Is law less a profession because all lawyers are not alike successful? Or theology, because all preachers do not witness the same numbers coming into the fold?

IV. Teachers' meetings are very valuable, in that they are suggestive. They should have more authority—then the deliberations would be more noted for solidity of thought.

V. A fundamental difficulty with reference to methods is, that the very essence of methods—the philosophy underlying them—is confounded with the manner in which the method is applied in a particular case.

VI. Another pernicious difficulty among teachers is the strange theory that one cannot know until there has been a personal experience. Hence, theories and experiences of others are of no value.

Let the folly of this theory be answered by this: Must one have had the small-pox before he knows it is dangerous? Or have taken arsenic to know it is poison?

VI. The efforts to establish a national university—to continue the Bureau of Education at Washington—the growing interest in educational associations, the greater attention paid by normal and other schools to the philosophy of education, all these bear testimony to the universal desire to develop the profession of teaching.

**NOTE.**—In this connection it may not be amiss to state that some of the schools of the State of New York are already unitedly and conjointly working to evolve the idea of the true profession.

Time forbids a more extended enumeration of details, even though this be left very incomplete. Let the magnitude of the subject plead an excuse for the feeble discussion.

Finally: What can this Association, which has already accomplished so much for educational methods and practices during its history, still do to increase its efficiency?

I. Appoint a committee at this session.

This committee shall be called the "Committee on the Profession."

They shall submit a report at the next meeting.

This report shall embody, in detail, the elements which shall belong to the profession.

This report shall be carefully drawn up, thoroughly discussed, and adopted.

Whatever is adopted shall be considered as of much authority.

This committee shall have power to appoint sub-committees, to which special work may be assigned.

This committee shall, if possible, also submit a synopsis of a course of subject-matter for the Association to discuss.

This subject-matter shall be entirely professional—that is, it shall be such as belongs exclusively to the profession.

II. Let it be the aim of our educational writers to discuss this matter fully in the educational journals during the next year.

With those two general suggestions let this paper close.

Let the hopes of the speaker be uttered that all will unite to work out speedily a higher and nobler idea for our profession—that this session may prove full of interest and profit to all—that downright earnestness may be evinced for truth—that all personal opinions may be duly heeded, and yet the general good generously consulted—that all will feel free to join in the discussions; and may the prayer be uttered that God will bless all our efforts, both for time and for eternity.

Professor Hoose, after the delivery of his inaugural, took the chair, and announced that the report of the Committee on Education was, at the request of the Chairman, postponed.

In its place, he called on the Committee on Educational Statistics for their report.

Dr. Cruikshank stated that the committee had not had an opportunity of meeting to prepare a formal report, but, in fact, they had not a report. To explain this he would have to recall the history of the committee. They would remember that it was created last year, in view of the meagreness of all educational statistics. In illustration of this he would mention one incident. A certain committee, desiring to report on the progress of education, had not been able to find in the reports of the State for the last eight or nine years a single figure as to the average attendance of the schools, not a single figure in the voluminous printed documents of the Empire State.

He announced further that he should move a stringent enforcement of the conditions of membership, either by calling on the Treasurer for a rigid compliance with it or by some committee's action.

register, some on that of the average attendance, and some on the Chicago idea of average belongings. It was with a desire to know what they were doing that the committee was appointed.

The committee had collected some facts and had prepared some matter intending to meet and put their suggestions into shape, but meanwhile the Superintendents of Schools and County Commissioners had formed an association, and at their meeting at Rochester had appointed a committee for this purpose, and it had seemed to them that that body was the proper body to take action in the matter. It was manifest that the teachers could not do this work except in their own immediate departments and in that he hoped each one would be faithful. Action must come from the Headquarters of the State or from the Superintendents and Commissioners. They therefore made this apology rather than report, and asked to be discharged.

Professor Barr objected that the Superintendents' Association embraced only school officers, not teachers nor academicians. It did not embrace all the elements of educational statistics. Unless these were brought in the statistics could not be considered satisfactory.

Dr. Thompson moved that the committee be requested to make a report in writing, and gave as a reason that they had a large amount of valuable information imparted to them orally. But this was lost to the community for want of a record.

Their friends, the reporters, were no doubt faithful; but in this shape the records were ephemeral. Now, if this were placed in writing and printed in the monthly, which he hoped and had reason to believe would soon be revived, they would be able to convert it over and know how the cause was going on.

Prof. Allen objected to the discharge of the committee, and asked that it be continued. Although this subject was more directly within the province of the Superintendents' Association, still this committee could discuss the matter with them and report to this body. He considered it important that this committee be continued.

After some discussion, in which Messrs. Thompson, Barr, Parker and Porter took part, on motion of Mr. Welch the report of the committee was accepted and the committee discharged.

Doctor Thompson moved that a select committee be appointed on educational statistics, and that it be requested to make its next report in writing.

Professor Barr moved, as an amendment, that such committee be instructed to cooperate with the committee appointed by the Association of County Commissioners and School Superintendents, and also use its efforts with the Board of Regents of the University to appoint a similar committee for the same object. The amendment and original resolution were carried.

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The President announced certain changes in the programme and the meeting adjourned.

#### EVENING SESSION.

At 8 o'clock the convention reassembled and were called to order by the President.

Rev. C. H. A. Bulkley read a paper on "Music," which we will print hereafter.

This paper was followed by a very able paper on the philosophic history of the systems of teaching, by Professor Charles W. Bennett of Syracuse University.

[As this is one of that class of papers which will not bear any condensation or even alteration, and as we have not yet been able to procure the manuscript we are obliged to omit it this week, but hope next week to give it in full.]

The convention then adjourned.

#### SECOND DAY.

##### MORNING SESSION.

President Hoose called the association to order at 10 a.m. Prayer was offered by Rev. Mr. King, pastor of the First Methodist Church of Saratoga.

Among those present we noticed the following teachers from New York City schools: H. Wm. Smith, G. S. No. 20; Miss E. H. Head, G. S. No. 50; Abbe A. Wright, G. S. No. 29; Mary A. Tremper, G. S. No. 34; Elizabeth C. Jones, P. S. No. 22; Miss F. E. Comstock, P. S. No. 11; Miss M. Stuerwood, P. S. No. 11.

The following committees were an-nounced.

**Necrology**—A. McMillan, Utica; D. R. Ford, Elmira; C. T. Poole, Deaville; Kate J. Stoneman, Albany; Miss M. F. Hendrick, Corliss.

**Educational Statistic**.—S. D. Barr, Penn Yan; Dr. J. B. Thomson, N. Y.; Dr. James Cruikshank, Brooklyn.

**Location of next Meeting**.—J. E. Cook Rochester; H. J. Reynolds, Flushing Joseph Barret, Katskill; Mrs. George H. Barton, Rome; Miss Emma Arnold, Syracuse.

**Proposed of Election**.—Seth Whalen, Ballston Spa; E. V. De Graff, Rochester; Daniel Beattie, Troy; Jas. M. Cassedy, Fredonia; Wm. H. Ely, Mount Vernon.

J. H. Young, of Westchester County, was appointed Assistant-Corresponding Secretary.

E. D. Danforth, Esq., Deputy-Superintendent of Instruction, made the following report on the "Condition of Education."

The public school system of this State is now just three score years of age. During all these years it has grown in strength and usefulness and in favor with the people, and it stands to-day the proudest monument, the noblest achievement of the commonwealth, as it is the surest basis of its social and political prosperity. There is not a hamlet so obscure, a region so remote, but that its children may receive the bounty of a free education.

Professor Allen objected to the discharge of the committee, and asked that it be continued. Although this subject was more directly within the province of the Superintendents' Association, still this committee could discuss the matter with them and report to this body. He considered it important that this committee be continued.

Mr. Allen said this brought up a subject which he had not expected to come up till later, and in speaking of which he had to make this excuse. Last year Professor Barr had offered a somewhat similar resolution, that abstracts of the papers read here should be printed, to which was added that a history of the Association be also prepared and printed. He had, in preparing this history, met with numerous delays, and so had Dr. Cruikshank, his associate in the work. So time passed on, and at last, on consultation, they had concluded to waive the history for the present year, and had then set the printers to work on the report. Part of the report was here already, the rest of it would be here before the close of the convention. But if they desired to have a permanent record it was not the time at the end of the session to direct the Executive Committee to prepare it. Such direction should be given at once. Then Professor Allen's motion would be perfectly right.

Professor Allen accepting this as an amendment to his own motion, the motion was carried.

Professor Barker thought some provision should be made for obtaining a record of the unwritten addresses, which were occasionally as—or even, according to the old maxim, more—interesting than some of the written ones, but made no motion on the subject.

On motion of Dr. Steele, an invitation was extended to educators from other States, strangers and visitors to participate in the meeting.

The President announced that the Committee on Finance for the ensuing year would be: A. F. Styles, of Saratoga; B. Y. Conklin, of Brooklyn, and A. H. Burdach, of Utica. The Committee on Resolutions; J. Dorman Steele, of Elmira; A. Z. Barrows, of Buffalo; Parker S. Carr, of Fayetteville; Miss Mary Button, of Spencerport; Miss Fannie D. Wilcox, of Catskill, and Miss Anna M. Lince, of Kingston. As to the other committees, he asked the indulgence of the Convention to the next day. They would remember that it was created last year, in view of the meagreness of all educational statistics. In illustration of this he would mention one incident. A certain committee, desiring to report on the progress of education, had not been able to find in the reports of the State for the last eight or nine years a single figure as to the average attendance of the schools, not a single figure in the voluminous printed documents of the Empire State

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Superior advantages for practical instruction. No other college or school is acknowledged to be the best in the country; Business Arithmetic, by the same, and Penmanship by B. F. Kelley, an able and experienced teacher.

New and elegant rooms will be taken September 1. School fees at present rates during the summer months only.

Thirty-five per cent. saved by purchasing the same in advance for the pupils' schools during their vacation.

**Sealed Proposals will be received by** the Trustees of the Sixteenth Ward, at the office of the Clerk of the Department of Public Instruction, corner of Grand and Elm streets, New York, on Saturday, Sept. 4, 1872, at 10 o'clock A. M., for the building of new wings, etc., for Grammar School No. 45, on the north side of Twenty-fourth street, near Eighth avenue, in said ward. Plans and specifications can be seen at the office of the Clerk of the Building and Repairs, No. 146 Grand street (third floor). Proposals must be endorsed "Proposal for new wings, etc." Two regular and approved sureties will be required from each proposer, who will be required to furnish in which no sureties are named. The Trustees reserve the right to reject any or all of the proposals offered.

CLEMENT DICKS,  
J. C. DODD,  
MICHAEL MCNAIRY,  
JOHN DE LAMATER,  
BENJ. B. VAN BUREN,

Board of School Trustees Sixteenth Ward.  
New York, July 16, 1872.

**Post Office Notice.—The Mails for** Europe during the week ending Saturday, August 27, 1872, will close at 11 A. M. and on Saturday at 10 A. M., on Thursday at 11 A. M. and on Saturday at 10 P. M. H. JONES, Postmaster.

**The National Educational Association.**—The next annual meeting of the National Educational Association will be held in the city of Boston, Mass., on the 4th, 5th, and 6th days of October, 1872. The meetings will be held each day will be occupied by the General Association, and the afternoon of each day by the four Departments—Elementary, Normal, Superintendence and Higher Education. The other meetings will be held in various cities arranged so as to make good progress, and a full announcement will be made at an early day. The programme of exercises will include several of the most important educational topics now receiving consideration. No labor will be spared necessary to make the meeting a success.

E. E. WHITE, President,  
Columbus, Ohio.

E. H. WITZ, Secretary, Peoria, Ill.

**AN ARTIFICIAL WHIRLWIND.**—The fact that whirlwinds are caused by upward currents of heated air, was recently demonstrated in the town of Queensbury, N. Y. A farmer having occasion to burn a yellow-pine fallow, of some twenty acres, fearing that the fire might spread into the adjacent timber ignited the fallow in several places on the edge, after taking the precaution of clearing off the brush from a strip surrounding it. The flames rushing toward the centre from every direction, the air and smoke soon assumed a rotary motion, which increased in intensity. This whirlwind—for such it was—after becoming fairly formed, moved with wonderful velocity on its axis, tearing up small trees by the roots, and lifting them into the air, stripping the branches from some that adhered too firmly to the ground, and fairly wringing the bark from others. It was accompanied by a noise resembling thunder, and lasted from five to ten minutes, but did not pass the bounds of the fallow, although it swayed back and forth across the field of fire several times.—*Boston Journal of Chemistry.*

**Ivy POISONING.**—The best remedy for ivy poisoning is said to be sweet spirits of nitre. Bathe the parts affected freely with this fluid three or four times during the day, and the next morning scarcely any trace of poison will be found. If the blisters be broken, so as to allow the nitre to penetrate the cuticle, a single application will be sufficient. The spirits of nitre may be prepared by dissolving one part of nitrous ether in eight parts of common alcohol.

### OUR LETTER BOX.

G. W. B. informs us that the Long Branch hosts leave this city at 6:45 and 9:40 A. M. We know of no better way of spending the day out of the city than by the Long Branch trip, which can be made in about two hours by boat and cars.

### New York School Journal.

Office, 119 Nassau Street.

SUBSCRIPTION, \$2.50 per year, in advance.

GEORGE H. STOUT, Editor and Proprietor.

NEW YORK, JULY 27, 1872

#### THE NEW JERSEY SCHOOLS.

The reports of the State Board of Education and the State Superintendent of Public Instruction of New Jersey, including reports from the numerous counties and full statistical information, are before us. "Throughout the year," says the Board, "the whole school system, under the acts of 1867 and the modification and revision of 1871, has worked well and harmoniously. At no former period in the history of the State have our common schools been in so thrifty and admirable condition as they are to-day." It was not until 1871, however, that the common schools of the State were made free in the proper acceptance of the term, by special act of the Legislature. This act was

amended in the current year in such a manner as to render its working more satisfactory, and the result will be, we do not doubt, as the Board says, the establishment of "a system of public instruction in New Jersey which will do new honor to our already peerless commonwealth." The report of the State Superintendent, Mr. E. A. Apgar, is an intelligent review of the general condition of the schools, with suggestions for their improvement.

The Board of Public Instruction held its regular meeting last Wednesday. Present, President Smyth and Commissioners Lewis, Wood, Jenkins, Brennan, Gross, and Van Vorst. The absentees were Commissioners Sands, Jarvis, Durfee, Ingersoll, and Fancher.

#### REPORTS OF WARD TRUSTEES.

Communications were received from the Trustees of the Fifth, Ninth, Thirteenth, Sixteenth, Eighteenth, and Twentieth Wards in relation to the awards of contracts for heating sundry school-buildings, in conformity with a resolution adopted by the Board on the 12th of June, 1872, and it was resolved that, as the appropriations to meet these contracts had been made on the 17th inst., the whole matter be referred to the Committee on Course of Studies, etc., for a report as to details, etc.

A communication from the Eighteenth Ward, submitting a list of evening school teachers, was referred to the Committee on Normal College, etc.

#### MOTIONS, RESOLUTIONS, ETC.

It was resolved to pay the bill of Robert C. Brown for expenses incurred by the Trustees of the Twelfth Ward for new pumps for Grammar School No. 56, the appropriation having run out, but the work being deemed a necessity.

It was resolved to refer the report of teachers of special subjects for an increase of salary to the Committee on By-Laws, etc.

The protest of Messrs. Farrer & Co. against the action of the Trustees of the Thirteenth Ward in awarding the contract for heating apparatus of Grammar School No. 4 to Messrs. Bearup & Carracher, who were not the lowest bidders, was received, and a resolution was offered to non-concur in the action of the Trustees. Laid over.

#### REPORTS OF STANDING COMMITTEES.

The following reports, previously laid over under the rule, were called up:

Commissioner Lewis, from the Committee on Finance, reported the request of the Commissioners of Charities and Corrections for an appropriation to their schools, as follows:

SCHOOL.	No. of Pupils.	Expenses.
Schoolhouse Mercury.....	250	\$2,622
Industrial School Hart's Island.....	135	1,000
School for Idiots on Randall's Island.....	120	4,600
<b>Totals.....</b>	<b>495</b>	<b>\$7,622</b>

They further report that it has been usual to make such an appropriation and recommend a resolution appropriating the amount called for, but also include in their recommendation that these schools be hereafter requested to make the same kind of report as required from corporate schools. The resolution was adopted.

The following report from the Committee on Normal College, etc., was presented by Commissioner Wood, and adopted:

#### To the Board of Public Instruction:

**GENTLEMEN.—The Committee on Normal College, Evening and Colored Schools submit herewith a list of persons nominated for the several positions in the Evening High School for the ensuing term, and recommend that they be confirmed by this Board:**

Jared S. Babcock, Principal; Jacob T. Boyle, Prof. Book-keeping; E. E. Burnett, Prof. Latin, etc.; H. D. Lloyd, Prof. General History and Political Science; Arthur Murphy (should McMullen resign), Prof. Mathematics; Wm. J. Goldey, Prof. Grammar and Composition; E. Howland, Prof. Chemistry and Philosophy; Geo. White, Jr., Prof. Penmanship and Phonography; Frank Melville, Prof. Drawing; T. G. Williamson, Prof. Drawing; C. F. Hart-

man, Prof. Book-keeping; Geo. H. Albro, Prof. Book-keeping; Anthony A. Griffin, Prof. Arithmetic; E. H. Boyer, Prof. Book-keeping; Wilbur F. Hudson, Prof. Arithmetic; A. L. Ranney, Prof. Arithmetic; A. J. Whiteside, Prof. Etymology; H. Arends, Prof. French; F. Daulte, Prof. French; H. Hutton, Prof. German; W. C. Hess, Prof. German.

The committee also recommended that Dr. J. Harvey Dew be appointed Professor of Anatomy and Physiology, whenever thirty students of the Evening High School express a desire to pursue said studies.

Commissioner Wood, from the same Committee, in answer to a protest from citizens of the Twelfth Ward against the suspension of Colored School No. 5, reported that the average attendance of that school was but 16, while the expenses were \$1,438.48, being as nearly as possible \$90 per head. They therefore adhere to the suspension, but suggest that the car fare of the children, not to exceed \$90 per head, to school No. 3 in Forty-first street be paid by the Board. A resolution in accordance with the suggestion was adopted.

Commissioner Wood, from the same committee, reported that they had received the following letter:

"NEW YORK, June 27, 1872.

"Hon. William Wood, Chairman Committee Normal College:

"I propose if agreeable to the Department to place at its disposal the sum of sixty dollars annually, to be invested in a gold medal to be called the Hunt Medal, to be awarded to such student in such department as the Committee on Normal College may designate.

"Very truly yours,

"WILSON G. HUNT."

He further reported that the committee very gladly accepted the donation, and under the limitations of the donor recommended that the medal be awarded to the most meritorious student in the Department of Latin in the Normal College, and recommended resolutions to carry out this object, and to heartily thank Mr. Hunt for his generous donation. Resolutions to this effect were adopted.

Commissioner INGERSOLL, from the Committee on Buildings, Repairs and Furniture, reported that under the lease of the premises occupied for many years by Public School No. 23, they were bound to put the premises in the same order when leaving as they were when first occupied. That the school is now on the point of removal, but that the lessors, the trustees of the First Sabbath Day Church, offer to accept the heating apparatus as a full satisfaction of the covenant, and that this is a liberal proposition. The Committee recommend its acceptance. A resolution of acceptance was adopted.

A resolution that the maximum salary be paid to those principals whom the Committee on Teachers reported at the previous meeting of the Board entitled to the same, was adopted.

Commissioner JENKINS, from Committee on Course of Studies, etc., reported in favor of authorizing contracts for heating apparatus, as follows:

Grammar School No. 3, S. Farrer & Co., \$5,815.  
Grammar School No. 41, S. Farrer & Co., \$4,600.  
Grammar School No. 56, S. Farrer & Co., \$5,300.  
Grammar School No. 59, S. Farrer & Co., \$8,750.  
Grammar School No. 32, S. Farrer & Co., \$7,200.  
Grammar School No. 26, S. Farrer & Co., \$6,200.

The report was adopted.

Commissioner SANDS' report from the Auditing Committee, recommending the payment of current bills amounting to \$4,972.83, was adopted.

#### REPORTS OF SPECIAL COMMITTEES.

The following report, presented by Commissioner Wood, from the special committee appointed to arrange the work of assistant superintendents of schools, was laid over under the rule.

The special committee appointed to arrange the work and designate the positions of the assistant superintendents of schools, report as follows:

Supt. Harrison is designated first assistant superintendent of Grammar Schools.

Supt. Calkins is designated first assistant superintendent of Primary Schools and Primary Departments.

The examination of the schools shall be conducted in the following manner:

The examination of the eight several grades of the Grammar School, and the 1st, 2d and 3d grades of the Primary Schools and Departments shall be appointed and directed as follows:

1st and 2d grade of Grammar Schools to Supt. Harrison, until further orders.

The following shall be the order for examination for September, October, November and December, 1872, and January, 1873:

Supt. Fanning shall examine 3d and 6th grammar and 3d Primary.

Supt. Jasper, 4th and 7th grammar and 2d Primary.

Supt. McMullen, 5th and 8th grammar, and 3d Primary.

February, March, April, May and June, 1873:

Supt. Jasper, 3d and 6th grammar, and 3d Primary.

Supt. McMullen, 4th and 7th grammar, and 2d Primary.

Supt. Jasper, 5th and 8th grammar, and 3d Primary.

Supt. Fanning, 6th and 7th grammar, and 2d Primary.

Supt. Jasper, 3d and 6th grammar, and 3d Primary.

Supt. Jasper, 4th and 7th grammar, and 2d Primary.

Supt. Jasper, 5th and 8th grammar, and 3d Primary.

Supt. Jasper, 6th and 7th grammar, and 2d Primary.

Supt. Jasper, 3d and 6th grammar, and 3d Primary.

Supt. Jasper, 4th and 7th grammar, and 2d Primary.

Supt. Jasper, 5th and 8th grammar, and 3d Primary.

Supt. Jasper, 6th and 7th grammar, and 2d Primary.

Supt. Jasper, 3d and 6th grammar, and 3d Primary.

Supt. Jasper, 4th and 7th grammar, and 2d Primary.

Supt. Jasper, 5th and 8th grammar, and 3d Primary.

Supt. Jasper, 6th and 7th grammar, and 2d Primary.

Supt. Jasper, 3d and 6th grammar, and 3d Primary.

Supt. Jasper, 4th and 7th grammar, and 2d Primary.

Supt. Jasper, 5th and 8th grammar, and 3d Primary.

Supt. Jasper, 6th and 7th grammar, and 2d Primary.

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Supt. Jasper, 4th and 7th grammar, and 2d Primary.

Supt. Jasper, 5th and 8th grammar, and 3d Primary.

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Supt. Jasper, 3d and 6th grammar, and 3d Primary.

Supt. Jasper, 4th and 7th grammar, and 2d Primary.

Supt. Jasper, 5th and 8th grammar, and 3d Primary.

**Boys and Girls' Department.**CONDUCTED BY L. NATHANIEL HENSHFIELD,  
"SNOWDROP."**THE OLD PROFESSOR.**

The old professor taught no more,  
But lingered round the college walks;  
Series of him we boys told over,  
Before we left him to his books.  
I'll never forget how he came in  
To recitation, one March night,  
And asked our tutor to begin:  
"And let me hear these boys recite."

"As we passed out we heard him say,  
"Pray leave us here awhile, alone,  
Here in my old place let me sit down;  
Just a few moments I will sit down."  
Our tutor smiled and bowed consent,  
Rose courteous from his high-backed chair,  
And down the darkening stairs he went,  
Leaving the old professor there.

Froze out the shadows faces seemed  
To look on him in his old place,  
Fresh faces that with radiance beamed—  
Radiance of boyish health and grace;  
And faces that had lost their youth,  
And faces that were still too young;  
All faces o'er whose love and truth,  
The funeral anthem had been sung.

"These are my boys," he murmured, then,  
"My boys, as in years long past;  
Though some are angels, others men,  
Still as my boys I hold them fast.  
There's one don't know his lesson now,  
And that one is making fun;  
And that one's cheating—ah! I see,  
I see and love them every one."

"And is it then, so long ago,  
This chapter in my life was told?  
Did all of them thus come and go,  
And have I really grown so old?  
No! here are my old boys still,  
And here is one in my hand,  
Quite more I hear those very boys,  
And seek their hearts to understand."

They found him there with open book,  
And eyes closed with a smile content;  
The room was dark, but he lay down,  
There used to be when fellows went  
To ask him questions and to talk,  
When recitations were all over;  
We saw him in the college walk,  
And in his former place no more.

FRED LORING.

**OUR WEEKLY CHAT.**

We fairly envy many of the boys and girls who are having such fine times at the sea-side and in the country, for green fields, sea-side and mountains are just a little pleasanter this warm weather than a desk in an office looking out upon brick walls. But then we are painting the gloomy side of the picture, and when we read the pleasant letters of the boys and girls, and see that they are appreciating our efforts to instruct and entertain them, we become more cheerful, and bend to our work with a will, sorry only when we finish that the number of letters to answer is not double as large.

The puzzles by H. S. were received. He will find his logograph in the "Gymnastics" this week. As it was rather simple, we have altered its form a little. We won't say improved it, for that would be slightly vain in us.—A. M. A.: Although our accepted drawer is pretty well filled with puzzles, we always manage to find room for such good ones as you send.—"Marion's" robes was received and duly inspected. As we incline to the opinion that we have seen it in print before, it must be consigned to oblivion, or, more plainly speaking, to the waste-basket.

Jennie Gugenhein informs us that she has unravelled the mysteries contained in Puzzles Nos. 2, 3, 4, and 10, in JOURNAL No. 77. Her answers are all correct, and show Miss Gugenhein to be a girl of brain.—Emil Arnold sent a very good solution to the Problem in No. 77 of the JOURNAL. It seems the Arithmetical Problems excite more interest among our readers than any other kind of puzzle, so we shall have to be a little partial to them hereafter. Boys and girls, take notice.—We should like Diaphantine to inform us if that Algebraical Problem was intended for the "Gymnastics" column.—H. A. Norris: Certainly. Stories, anecdotes, etc., are always welcome, and, if deserving, will find a place in the "Boys' and Girls' Department."—The correct solution to the problem in No. 77 of the JOURNAL was received from M. B.—Joe Rowing is a most healthful and invigorating pastime, but it cannot be indulged in with safety except by those who are able to swim.—The "Basket of Fruit," by F. E. W., was accepted and is published in this week's "Gymnastics."

A number of letters having been received too late to be answered this week, will receive due attention in next week's "Chat."

**GYMNASICS FOR THE BRAIN.****NO. 1.—CHARADE.**

In the town where my parents live,  
Each night the trumpet sounds,  
And soldiers who have not my first  
Must be within the bounds.  
This town, my second, is no doubt,  
And other towns as well.  
As Portmanteau, Bristol, Liverpool,  
But more I must not tell.  
Now, if you wish to go abroad  
To see the wonders there,  
One thing, of course, you'll not forget,  
My whole I do declare.

STEPHEN.

**NO. 2.—ACROSTIC.**

1. A kingdom in a southern clime,  
2. A sea that lieth near to it;  
3. States that well nigh lost their head,  
4. A mountain high where gods did sit.  
5. Then name a town whence hats do come,  
6. And now a fiery mountain tell.  
7. Where first the Romans built their ships.  
8. A lake where alligators dwell.  
The initials give the name of one  
Who tried all Europe to o'errun.

A. M. A.

**NO. 3.—BLANK CURTAINMENTS.**

(Fill the blanks with words curtained; for example, "You can go the more if you will sav none of the things we buy.")

1. If you go to — to the — take — with you.  
2. I refer to those shares, a — of which were sold at — to —.  
3. If you wish to — who King — was, ask the teacher living beyond the —.

4. After the roses — bind the bush wi h — and — a little — you can pre serve it.

**SNOWDROP.**

My first is in dish, but not in plate;  
My second is in slide, but not in skate;  
My third is in rock, but not in stone;  
My fourth is in lead, but not in loan;  
My fifth is in red, but not in tear;  
My whole, in mythology, is a goddess fair.

GEORGE A. PERLEY.

**NO. 4.—CROSS-WORD ENIGMA.**

My first is in dish, but not in plate;  
My second is in slide, but not in skate;  
My third is in rock, but not in stone;  
My fourth is in lead, but not in loan;  
My fifth is in red, but not in tear;  
My whole, in mythology, is a goddess fair.

GEORGE A. PERLEY.

**NO. 5.—DIAMOND PUZZLE.**

1. A letter of the alphabet. 2. A river in England. 3. A girl's name. 4. Lunar. 5. A wonderful invention. 6. A chemical compound. 7. To utter foolishly. 8. To open. 9. A consonant.

DEWDROP.

**NO. 6.—LOGOGRYPH.**

Whole, I'm an article which is very much us'd;  
Beheaded, I show what I am when per rused;

Transposed, you'll find me very far from cheap,  
Although some by selling so a harvest rep.

Beheaded, I think none would like me to lose  
(But I don't suppose that this to you is news).

Now, boys and girls, my countenance scan,  
And tell my meaning if you can.

H. S.

**NO. 7.—FLOWERS AND HERBS TRANSPONDED.**

1. Miss Jane F.  
2. More rays.  
3. Try elm.  
4. Better wires.  
5. Red anvel.  
6. Y shops.

R. HILLS.

**NO. 8.—A BASKET OF FRUITS.**

1. Three-fifths of something girls wear, a vowel and a piece of furniture.

2. An exclamation of surprise, and an indispensable thing to a cook.

3. A dog and a small insect.

4. Myself, a consonant, and a part of Boston.

5. A vegetable and a consonant.

F. E. W.

**NO. 9.—RIDDLE.**

Supremely I belong to God alone;  
Next I refer to kings upon the throne;

A common name for officers of state,  
You'll after find me with the rich and great;

And yet unless there's one in every home

A scene of discord it would soon become;  
Merchants and clerks employ me every hour,

And cruel tutors make you feel my power.

ARROWSMITH.

**NO. 10.—HIDDEN NAMES OF GREAT MEN.**

1. Have you tied the dog in his kennel, sonny?

2. There will be exhibited something new, to-night.

3. As the stuff tasted like gall, I, Leon and friend would eat none.

4. By laying a trap Dick ensnares the poor birds.

5. Does he use his pen serviceably?

CLARA SLATER.

**ANSWERS TO PUZZLES, ETC., IN JOURNAL NO. 77.**

No. 1.—Lighthouse.

No. 2.—Alabama.

No. 3.—\$8,500, \$6,500 and \$5,000.

No. 4.—

Think not because the eye is bright

And smiles are laughing there,

The heart that beats within is light

And free from pain and care.

A blush may tinge the darkest cloud

Ere day's last beams depart,

And underneath the sunniest smile

May lurk the saddest heart.

No. 5.—

S O L  
M O D E L  
L E A  
L

No. 6.—1. Sun-flower. 2. Lark-spur.

3. Carnation. 4. Wall-flower. 5. Mag nolia. 6. Myrtle.

No. 7.—T-ran-sport.

No. 8.—Level.

No. 9.—

D E A R  
E A S E  
A S I A  
R E A M

No. 10.—1. Rat. 2. Bear. 3. Tapir.

4. Hare. 5. Camel.

—

THE BULWER BROTHERS.—When Lord

Dalling and Bulwer died lately he left no

child to inherit his honors, and last au

tumn his brother the novelist lost his only

grandson, the son of Owen Meredith; so

that these eminent brothers seemed, so far

as the ultimate transmission of their

honors went, to have obtained them for

nothing. However, a few weeks ago,

Lord Lytton's daughter-in-law presented

her husband, to whom a good deal of her

father's ability seems to have descended,

with a son and heir. Lord Lytton inher

ited his beautiful seat, Knebworth, from

his mother, sole heiress and repre

sentative of the ancient Saxon family of

Lytton. He is an admirable man of busi

ness, and has considerably increased the

value of his property by skillful man

agement. His books, too, have been very lu

crative.

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## STATE TEACHERS' ASSOCIATION.

[CONTINUED FROM PAGE 3]

wages, are the principal causes of the decline. The reports of the State Superintendent of Public Instruction have fully discussed this subject, and have shown the necessity of legislative action, if the system is to be saved and restored to usefulness, and it is unnecessary that your committee should extend their report upon this point. The decrease in the reported number of volumes the past year was 58,381, and since 1858—at which time there were over 16,000 in the libraries—675,894, although during that period the sum of \$990,000 has been apportioned to the districts for their support.

The foregoing statements give the numerical results of the educational work in this State.

We believe there has been improvement in the quality of instruction, especially in those counties in which supervision has been most thorough and effective. There has been an increased demand for better teachers, and a much larger number of persons have resorted to our normal schools to obtain the requisite training.

By the establishment of normal schools, of which there are now eight in successful operation, and the maintenance of teachers' institutes and classes, the State has clearly indicated its purpose that the public schools shall be made worthy of the liberal patronage and support which they receive, through the employment and service of well-qualified teachers.

During the year about closing, the attendance of normal school pupils has been nearly three thousand, and the number of graduates over three hundred. On this basis, when there has been time for classes in the younger normal schools to complete the prescribed course of study, the total number of graduates will be not less than 800 each year. Besides, there are large numbers who complete partial courses of study and training at these institutions, and go out rendering good service in the schools of the State.

The membership upon teachers' classes in the ninety academies designated by the Regents for that purpose was 1541.

During the calendar year 1871, fifty-seven institutes were held in fifty-seven counties of the State, besides one for Indian teachers on the Alleghany and Cattaraugus Reservation, with an aggregate attendance of 10,423, the largest number ever recorded in a single year. This was eighty per cent. of the entire number employed for the legal term in those counties in which institutes were held. The fact that so many have availed themselves of the various means provided for special preparation as [teachers], is certainly an encouraging indication that improvement in methods of instruction, and school management will be developed in the schools.

All admit, in general terms, that the true object of education is to develop and discipline the powers by which knowledge is acquired rather than the acquisition of knowledge itself. Yet, in our school routine, there is often too great eagerness for immediate and showy results, too much servility to the mere mechanism of specific processes, and too little regard for the formation of those habits of close observation, discriminating analysis, and independent thought and investigation, by which the noblest results of human culture may be secured. Courses of study and method of instruction should be made to subserve this supreme object in education. Too much time is spent in memorizing dry details of little value for knowledge or culture; and the study of natural objects, valuable in themselves and valuable for discipline, is neglected.

Too little interest is felt "in the 'Floral Apostles' of the poet, who are ceaselessly preaching the perfection of their source, or in the pebble at our feet, which, to the intelligent eye, is the medallion struck by the Creator's hand, in commemoration of one of the epochs in His reign."

We would not trespass upon the province of another committee by indicating what improved methods should be adopted.

We believe that only through the service of teachers carefully trained for the work, and of supervisory officers competent and thorough in the discharge of their duties, can our schools be brought to the highest condition of excellence.

The report was accepted.

Mr. Wheaton A. Welch, one of the Vice-Presidents, was then called to the chair.

Among those taking part in the discussion were Dr. Woolworth, Professor Flack, Samuel D. Barr, Dr. Armstrong. The point of the discussion was as to the distribution of the public money between the academies and union schools.

The subject was finally laid upon the table.

Mrs. Emily A. Taylor, of the Albany Normal School, read a paper on "Reading," which we shall publish hereafter.

Mr. S. S. Packard, of New York, read the following paper on "Preparation for Business":

Webster defines *business* as: 1. "That which busies, or that which occupies the time, attention or labor of any one as his principal concern—whether for a longer or shorter time; and, 2. Any particular occupation or employment for a livelihood or gain; as agriculture, trade, mechanic art or profession." Mr. Greeley defines a *business man* as "one who knows how to set other people's fingers at work—possibly their heads also—to his own profit and theirs" and illustrates his meaning in the following characteristic style: "The man who, stepping into a new and partially employed community, knows how to set new wheels running, axes plying, and reapers and mowers in motion—and so of all the various machinery of production, transformation and dis-

tribution—with advantage to the community and with reasonable profit to himself, is a *business man*, though he may not know how to read, even; though he may have no money when he commences; though he has simply the capacity to make himself a sort of driving-wheel to all that machinery." These various definitions differ from the ordinary understanding as to business and business men—the one meaning usually traffic, and the other, those who buy and sell, or carry on commercial enterprises. Such, at least, is the restricted sense in which the term *business education* is ordinarily considered.

In treating of "Preparation for Business," I must do too briefly, I shall differ somewhat from the broadest, as well as from the narrowest, of these definitions; for, while to *buy* oneself is in a generic sense, to be employed in *busy-ness*, there is much of mere motion or activity which it would not do to dignify by the name of *business*; and, on the other hand, while a business man may best show his organizing and executive power by setting *other people's* fingers and brains at work, it is no mean evidence of business acquirement or business ability that he should know as well how to use *his own* fingers and brains; for it is very plain to be seen that the work of the world must be actually performed by *somebody's* fingers and brains, and if the legitimate aspiration of the young men and women of this country was merely to direct others what to do, there would be little honor, where now lies the great honor, in *doing*. The power to properly direct others is not by any means to be despised; and it is, besides, a necessary power in the world's great workshop; but those who possess it in the most marked degree do not acquire it at school, nor from systems and theories of instruction, however perfect; they hold it as an endowment rather than as an acquisition.

And again, while traffic or trade enters largely and necessarily into *business*—being, in fact, the one element without which it could not exist—still it is not *all* of business; it is rather the medium or instrumentality which regulates and equalizes business, and makes it, in its enlarged sense, possible.

And so, in this intricate and diversified scheme of human industry, which revolves in endless succession from producer to consumer, and from consumer back to producer, every step and every link must be given its due place and importance as a necessary part of the whole; and the man who breaks the stone and clears away the forest, as well as he who tills the ground or reaps the harvest, or builds the ship or plots it across the trackless sea, must each be recognized in his work, and will each receive at the close of the day his penny from the Master's hand.

A recent report of the Board of Education of the City of New York discloses the following facts: There are in daily attendance upon public instruction in that city over 200,000 scholars—of course a very large majority of these never expect to do more than pass through the Primary and perhaps a few classes of the Grammar Schools; for, although education is gratuitous, the great bulk of the children cannot be allowed the time to go to school—for most of them are expected to commence earning their own living at from ten to thirteen years of age. Still a collegiate course is open for the boys, and its equivalent for the girls; and it is the policy of the Grammar Schools to get as many of the scholars admitted into the College of New York and the Normal College as possible. The result as shown by the report is that last year there were in attendance at the College of New York 712 pupils. Of these there were in the Senior Class 30, Junior, 48; Sophomore, 71; Freshman, 159. In the Introductory Department, which is the nursery of the College, there were 395 scholars; but of these 185 took the Commercial Course, which is a one year's course preparatory to entering upon business, leaving only 210 as possible recruits for the College. From the recent examinations it appears that of those admitted to the Introductory Department this year, three-fifths have chosen the Commercial in preference to the Preparatory course.

The Normal College, recently organized under most favorable auspices, and possessing the rare advantage of affording the only recognized opening to honorable employment for girls in the city had a maximum attendance of 1,100 pupils; making in all less than 2,000 of the 200,000, or less than one per cent. of the whole number of scholars attendant upon public instruction, who even attempt to go farther than the grammar schools. If then we take the proportion of graduates to the whole number who enter upon the higher courses of study, we will see that less than one-seventeenth of one per cent. of all who avail themselves of the free education of the best organized and most efficient schools in this country actually realize what should be the hopes of their friends and of all friends of intellectual progress—a complete and rounded course of mental training.

I shall presume that the facts given above are representative of the condition of education in this country; and shall accept what is rather than what ought to be as the basis of my deductions.

There are two distinct purposes of education, both of which should be ever present to the mind of the teacher. 1. The discipline or development of the mental power; resulting in what may be called personality; and 2. The furnishing of the instruments or tools by the aid of which such personality makes itself felt. And lest I may be thought to favor the latter to the detriment of the former, I will here say that in my opinion that kind of training which best develops the mind—develops

it in its broadest, deepest and truest sense—the most surely furnishes the instruments which give it scope and action. In the language of another: "We should educate men as men; not for business, not for professions, not for opportunities mainly—but should educate them to be men—that is to say, should develop every power and faculty, intellectual, moral and physical, that they may, thus prepared, be able to turn their hand to anything, and find their education not a shining blade without a handle, but a good tool held in the firm grip of character."

A Spartan king has the credit of promulgating the educational theory so often and so ignorantly repeated: "Teach your children that which they will practice when they become men." There is the sound of wisdom in this advice; and educators of the self-assertive, persistent type should not be too harshly criticised for giving its word of promise to the ear, although they so often break it to the heart. I have said that this aphorism is often and ignorantly repeated; and I mean by that to say that any father or teacher who acts upon his own prediction or prescription as to the exact thing in the future which a boy may do; and who directs his efforts in training to such specific end alone, is either ignorant or careless as to his duties. I have in my mind an illustrative case of a father who with a family of five boys conceived the humane project of representing through them the higher phases of professional life; so this one was set aside for a doctor, this for a lawyer, this for a minister, this for a civil engineer, and this for a bank president; and each was put in training for his chosen calling—chosen by his father, it will be remembered, and without any voice of his own. The results have transpired. The minister, who was cut out for a financier, has had miserable luck in his professional effort to save souls, and has sensibly concluded that if he can gather sufficient courage to drift into Wall street where he might have done something yet for the kingdom of God. The lawyer would have made an excellent drayman; but being arbitrarily thrust out of the channel where he might have distinguished himself and done some good in the world, he has become a pot-house politician without sufficient talent or influence to be worth buying by either party, and so spends his leisure hours—and all his hours are leisure hours—hanging about club-houses and bar-rooms and giving the finishing touches with a jack-knife to dry goods boxes and wooden bottomed chairs; the doctor's only real chance of financial success is to effect a copartnership with some reputable undertaker—that is if he should be fortunate enough to get any practice; while the civil engineer is so very uncivil as to doubt his father's infallibility, and has accepted a \$1200 clerkship under the reigning President, and gone practically into the Civil Service Reform. The bank president, not having as yet been called to his high and responsible post, has taken up the preparatory and honorable business of a merchant tailor, and if he is left alone will be able, not only to earn or make his own clothes, but to lend a helping hand to his less fortunate brothers, as they may need it.

In studying this matter of special training for special pursuits, as I have had occasion to do somewhat carefully, I have often thought of this earnest father, and the very natural mistake he made; and the remedy which I would prescribe for such a case as his would exactly answer my idea of "Preparation of Business."

I conceive it to be the duty of such a parent, not merely to watch the tendency and note the qualities of mind which his son or daughter may possess, that specific treatment may be prescribed in each case; but first to secure a fundamental training in those branches which, while they constitute the basis of true scholarship, are also available for the purpose of earning a living. In other words, I would say that the education of our children should be begun and pursued upon the plan of giving them each day that specific knowledge and discipline which, if they were never to enter a school-room again, would be the most serviceable to them as the means of attaining to the measure of manhood and womanhood.

To assure success in any pursuit, the first essential is to see that the thing proposed to be done shall be what somebody wants done; and the next thing, to make sure that he who proposes to do it shall be able to meet the requirements. As Mr. Greeley intimates, this may be done, and often is done, without any previous culture or school education. The history of our country presents many notable examples of men having risen to the highest positions by the very force of their character and intelligence, whose early education had been wholly neglected, and who had picked up or stolen whatever book-learning they had, between the hours of arduous physical labor. Take the example of Mr. Lincoln, whose regular schooling did not exceed three months; and more conspicuous still, that of Andrew Johnson, who at the age of twenty-one could not even read. In the light of Mr. Lincoln's remarkable career, no one would presume to say that he was not educated, or that he was not specially educated for the work he had in hand. The fact is, he had a teachable nature, a true modesty which lies at the base of all real attainment, and he was going to school all his life. He was effectively educated in the backwoods of the West, on the flat-boats of the Mississippi, in the rough contact with that strangely energizing civilization which carries the Star of Empire in its forehead, and in the higher dignities to which he was called by the voice of

the nation, and for which he was each day better fitted than on the day before.

But as teachers we can neither wait for nor trust to these exceptional though vigorous methods of training. The test that we can do (and that we should do) is to gather from their results some practical ideas of adapting means to ends. I do not proclaim against classical or collegiate education. I do not even think lightly of it; but I do think—and I have the concurrence of popular testimony—that such education too often unfitts men for the rugged duties of life; first, by bringing into disfavor and contempt the humbler applications of knowledge; and next, by establishing an aristocracy of letters, and placing its members apart from the less favored class in taste, sympathy and co-operation.

In a recent address before the alumni of Hamilton College, Mr. Charles Dudley Warner, who speaks from a higher eminence than I can command, makes this remarkable and truthful admission: "One reason why the scholar does not make the world of the past, the world of books, real to his fellows and serviceable to them, is that it is not real to himself, but a mere unsubstantial place of intellectual idleness, where he dallies some years before he begins his task in life. And another reason is that while it may be real to him, while he is actually cultured and trained, he fails to see or to feel that his culture is not a thing apart, and that all the world has a right to share its blessed influence. Failing to see this, he is isolated, and, wanting his sympathy, the untutored world mocks at his superfluousness and takes its own rough way to rougher ends."

And touching the want of sympathy with the world and its work so plainly shown in many of our most renowned seats of learning, Professor Youmans, in the August number of his *Popular Science Monthly*, pointedly says:

"It is notorious that a pupil can go through a course of so-called liberal study, and graduate with honor at the highest institutions, in complete ignorance of that vast body of facts and principles which has arisen in modern times under the name of science, and the object of which is to explain the existing order of the world. There are great educational establishments from which modern knowledge is almost entirely barred out, and which opposes its intrusion with all their power. They fight the "encroachments" of modern science, modern literature, modern language and modern history at every point; and it is equally certain that this scheme of higher education in the ancient seats of learning reacts with great power upon inferior institutions, making them also unsympathetic with modern ideas as means and objects of culture."

And here let me say that the existence of this fact and its influence upon early training has made necessary the class of professional schools technically called Business Colleges—institutions which do not rate in the esteem of some scholars as among the recognized educational forces, but which are gladly availed of by those who know the character of their work and who understand its necessity. By devoting their energies to those special studies most apt to be neglected in the classical schools, they have earned their right to a participation in the honors awarded to educational effort, and through the efficiency of their training have forced a recognition not only from the public whom they have served so well, but from the high schools and colleges of the land, which to retain their hold upon patronage are very generally and very wisely establishing separate departments for the commercial branches.

The education of to-day—the education preparatory to business, to the real duties of life—should be, in the highest and broadest sense, concrete. It should have to do with things, and with events daily transpiring, and with duties ever at hand. It should be broad and generous in its appliances, as well as beneficent in its aims. It should not only recognize and work in harmony with the spirit of the nineteenth century, but should clear away the rubbish and secure the right of way to all that is good and glorious in the coming centuries. The boys and girls who for a short space crowd our common schools and seminaries should be taught to respect themselves, first of all, as citizens of a free republic, and to regard as the first duty of citizenship the ability to take care of themselves. And that they may perform this duty to their own honor and the relief of the State, they should be put at once into the possession of those acquirements which experience teaches to be the most available to that end. If teachers who have this vast responsibility upon their hands are able not only to discern the great need but to supply it as well, good; if not, let them either make way for others or, like the Greeley-ized democratic party, take a new reckoning and open the way for a new departure. If rubbing against college walls has not done the work well for those who are to lead this vast phalanx of hungry souls into the path of material success, let them try the experiment of rubbing against the boxes, bales and barrels of the busy world they live in, and if they are not able, from their own experiences, to lay down the practical lessons of life with the force of authority, let them bring into contact with their pupils and themselves those who are versed in worldly wisdom, and who can speak, though stammering and without regard to the fixed rules of syntax, yet understandingly and convincingly out of the experiences of a rugged and victorious life. Let us have in all our schools less professional and more natural teaching. Let us tear down the partition wall which for so long has separated the knowledge of the schools from

the knowledge of the world; and let the two which are one in spirit and one in purpose be united in the holy bonds of matrimony. And "what God has joined together let not man put asunder."

Mr. Packard's paper was briefly discussed by Dr. Armstrong, Dr. M. McVickar, Prof. Mead, of Syracuse, and Mr. Hunt, of New York.

The Association then adjourned till afternoon.

Owing to the crowded state of our colonies we can only give a very brief résumé of the proceedings of the other sessions. Several of the papers and reports are now in type and others are promised us, and will appear in future numbers of this paper.

## AFTERNOON SESSION.

The proceedings were opened with an organ voluntary, after which Professor S. A. Ellis, Superintendent of the City Schools at Rochester, read a paper on High Schools, claiming for them a great power in the improvement of the standard of the other schools.

This paper was discussed by Professor Beattie, Dr. Armstrong, Drs. Thompson and Townsend, Professor Barr, Dr. Banister of Troy and Dr. King of Fort Edward.

A paper was then read by Mr. Charles A. Fowler, of Dryden, on the "Relation of Modern Philosophical Thought to Popular Education," and another, by A. E. Schepmes, of Shokan, on "The Public School: What it has Done, What it is Doing, What it may Do."

The paper of Dr. T. L. Griswold, on "Physical Versus Mental Training," elicited prolonged discussion. [This is one of the papers we hope to publish hereafter.]

Dr. Armstrong presented a partial report of the Committee on Raising the Teachers' Journal, which was adopted, and the session adjourned.

## EVENING SESSION.

At the evening session, Mr. Charles T. Porter read a paper on "Teachers' Qualifications," in which he urged greater thoroughness of preparation in teachers. [This is another paper we shall give at a future day, as well as a full abstract of the extemporaneous address of Hon. G. N. Northrop, of Connecticut, who is selected to go to Japan to organize the schools there.]

Mr. Northrop's address called out some discussion, after which the session adjourned.

## THIRD DAY.

## MORNING SESSION.

After an organ voluntary by Mr. Waterbury and a short discussion on the "Teachers' Journal" question, a paper entitled "Aiming at What?" (one of the papers we hope to publish) was read, and its discussion occupied the most of the session.

On motion of Professor Welsh the selection of the next place of meeting was left to the Committee on Nominations.

Nominations for officers were then made, being the same as were afterwards elected.

A long series of resolutions was offered relative to the paper of Professor Barr, and in the discussion of them Drs. Flack, McVickar, Woolworth, and King, Professor Allen, Messrs. Cavert and Lambert, Commissioner Seiden, Dr. Armstrong, and others took part till the hour of adjournment.

## AFTERNOON SESSION.

The following resolutions were adopted at the afternoon session after some opposition:

Whereas, It is a well-known fact that a large number of teachers as well as clergymen are annually disfranchised by a clause in the Constitution of the State of New York requiring a four months' residence in the county to give a citizen the right of franchise; and,

Whereas, The Constitution is soon to be revised by a State committee,

Resolved, That a committee of three be appointed by this Association, whose duty it shall be to memorialize said revising committee in regard to reducing the time of residence in the county.

Resolved, That a committee of five be appointed to report to the Association at its next meeting, a plan for organizing and grading the schools of the State from the primary school to the academy, so that our school system shall be no longer a system of fragments and disconnected parts, but constitute one grand and harmonious whole. Carried.

The Committee on "Teachers' Journal" made their supplementary report, naming an editor, and were continued.

Mr. J. B. Dickinson made an ingenious address on the relation of elementary to scientific knowledge, which was heartily greeted.

A motion to pay the Treasurer \$50 for his services was adopted. A similar motion to pay Dr. Cruikshank for his services was, on his own earnest protest, laid on the table.

The report from the Finance Committee was accepted and adopted.

Mr. Walter C. Lyman, of New York, gave a recitation of "Horatius on the Bridge," which was warmly received.

After a friendly contest between Mr. O. B. Burce and Mr. T. B. Stowell as to which paper should be read first, Mr. Burce gave way, and read a paper on the advantages of phonography in practical life and as a means of education.

The Committee on Elections reported as follows: At an election for officers of the New York State Teachers' Association, held at a regular meeting of said Association at Saratoga, July 23, 1873, the whole number of votes cast for President was 107, of which Edward Danforth received 103, Edward Smith 1, and Susan B. Anthony 1; blank, 2. The following received the full vote of 107:

For First Vice-President, Sherman Williams; Second Vice-President, Jacob T. Doyle; Third Vice-President, Mrs. Emily Taylor; Fourth Vice-President, A. Z. Barrows; Corresponding Secretary, James Cruikshank; Recording Secretary, Henry R. Sandford; Assistant Recording Secretary, O. B. Bruce; Treasurer, D. J. Pratt.

The Chairman appointed Dr. Armstrong to bring the next President forward and introduce him to the audience.

Mr. Danforth returned his thanks for his election and pledged his efforts to the cause of education.

The Committee on Place of Next Meeting reported in favor of Elmira as their next place of meeting.

The report was adopted, but Utica pleaded hard for itself, and the vote was finally reconsidered and the matter referred to the Executive Committee.

The President appointed on the Committee on the Plan of Grading Schools, Dr. Metcalf, Kane, McGonigle, Louich and Hunnan.

And on the Committee to Memorialize the Committee on the Constitution, Messrs. Sanford, Woolworth and Ellis.

Professor Sheldon made the report on Necrology, happily of only three names, with a resolution which was adopted.

Professor Reynolds moved that hereafter the Association and the individuals composing pay their own bills at Elmira or wherever the Association be. Adopted.

The following were adopted as the committees to appoint Corresponding Editors to the new journal:

Public Schools—Mr. Schepmans, Mr. Wright, Prof. J. W. Hooper.

High Schools and Academies—Professor Bowen, Prof. Barr, Dr. Steele.

Normal Schools—Dr. Armsrong, Dr. Sheldon, Dr. McVicar, Dr. Bennett, Mr. S. A. Lathrop, Mr. North.

Teachers' Institute—Prof. De Graff, Prof. Barker, Prof. Sandford.

Inspectors—Superintendent McMillen, Commissioner McGonegal, Commissioner Selden.

The Finance Committee reported the payment of various bills amounting in the aggregate to \$270.36.

The Treasurer's report showed about \$400 in the treasury—falling off of about \$100 on the balance of last year. Mrs. Randall Dreher recited Tennyson's "Bugle Echo," and the session adjourned.

#### EVENING SESSION.

In the evening Mr. Northrop gave some account of progress in Japan, and there were recitations by W. Locke Richardson, Mrs. Taylor, Prof. Bradshaw and others. The Committee on Resolutions presented the report, and after singing the doxology the convention adjourned.

#### A Little of Everything.

Yale boys pray in Latin.

When is charity like a top? When it begins to turn.

A student defines flirtation to be "attention w/ intent."

Pirds' m't yost der same kind of fudlers vili gone together mit dhemselfs.

A classic invalid being asked if he was ill promptly replied *sum sic—Er.*

Mr. James Kelly, a wealthy Pennsylvanian, has given \$250,000 to found a school in which poor boys shall be taught different trades.

"I hav' n't another word to say, wife—I never dispute with fools." "No, husband, you are sure to agree with them," was the reply.

There are 700 Japanese attending schools and colleges in the United States at the expense of their government. Each one has an allowance of \$1,000 a year.

"Paddy," said an angry lieutenant, "you are out of step." "No, yer honor," rejoined Paddy; "I'm the only man in the company that has the step at all."

A strong mind is sometimes more easily impressed than a weak one. For example, you cannot so easily convince a fool that you are a philosopher, as you can a philosopher that you are a fool.

A learned gentleman was accosted in the following manner by an illiterate preacher who despised education: "Sir, you have been to college, I suppose?" "Yes, sir," was the reply, "I am thankful," rejoined the latter, "that the Lord opened my mouth without any learning." "A similar event" retorted the gentleman, "took place in Balaam's time; but such things are rare occurrence at the present day."

While Adam slept, God from him took A bone; and as an oven, He made him look, And thus created woman. He took this bone not from his pants, To show her power ample; Nor did he make her quite. Took be on her might trample; But heath his arm to clearly show He always should protect her; And now his head is in his how. His mother should rescue her. He took this bone, crooked enough, Most crooked of the human, To show him how much crooked stink He'd always find in women.

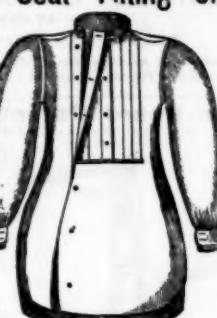
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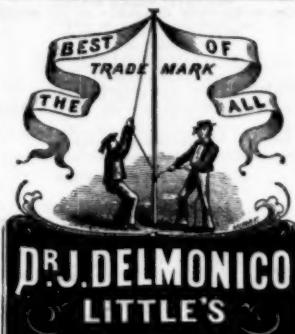
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ASTHMA,  
IN FACT, ALL DISEASES LEADING TO  
CONSUMPTION.

The effects to be looked for by taking the SYRUPPECTORAL are, a soothing and controlling influence over the cold, constricting the throat, allaying the dry tickling sensation in the throat, creating a healthy secretion or expectoration, increasing the intervals between the paroxysms of coughing, invigorating the whole system, curing the cough, and bequeathing to posterity one of its greatest blessings—sound lungs; thereby insuring immunity from Consumption.

SOLD BY DRUGGISTS EVERYWHERE  
**BATES & CO. PROPS.**  
425 CANAL ST. NEW YORK.

**Dr. WOOD'S LIVER REGULATOR.**

For the Permanent Cure of the most Hopeless Cases of Dyspepsia, Jaundice, Chills and Fever, Disordered Digestion, Flatulency and Acidity with sour Belchings of Wind & Gas from the Stomach, Sick Headache, CONSTIPATION, Nervous & General DEBILITY. Prepared by DR. WOOD, at the Botanic Dispensary, 242 Grand St., New York. Sold in all parts of the world, by all Druggists in town or city.

**MILLIN'S TANSY BITTERS.**

These celebrated bitters are prepared from one of the most beneficial herbs known, and as a medicine for the liver and kidneys. Being a specific stimulant, they are a most valuable remedy for all complaints arising from a disordered state of the kidneys and organs connected therewith, and are therefore well equal to any cure in the case of persons peculiar to females. They are most useful in reducing the secretions, changing the constituents of the fluids and restoring health and vigor to the debilitated function. Also cures Dyspepsia, Indigestion, Pyrosis, Gout and Headache, besides being a never-failing Appetizer.

Manufactured by the Proprietor, William Millin, and put up in a superior style for family use, and sold at the low price of \$1 and 50 cents per bottle; for which we express on C. O. D. to any accessible place, sold by all druggists. Depot, 18 Bleecker street, near Bowery.

**BASSFORD'S Nonpareil Refrigerators.**

THE BEST AND CHEAPEST.

For sale only at the CORNER STORE

**COOPER INSTITUTE BUILDING.**

P. S. Every description of House Furnishing Goods at a Great Reduction.

**RICHARD C. BEAMISH, Attorney and Counselor and Notary Public, Supreme Court, Chambers, New Court-house, Residence, 472 Second Avenue**

**Kendall's Spanish Annihilator.**

The only remedy that will permanently banish all kinds of vermin, Roaches, Water-bugs, Bed-bugs, Moths, Ants, Fleas, Flies, &c., and GUARANTEED to keep them out for ONE YEAR AT LEAST, or NO PAY, as thousands of testimonials will prove. Contracts taken for cleaning ships, hotels and private dwellings.

REFERENCES.

NEW YORK: St. James Hotel, Parker House, Coleman House, Westminster Hotel, Brevort House, Hotel Manhattan, Grand Central Hotel, WHOLESALE AGENCY, 409 CANAL STREET.

ST. LOUIS: Hotel St. Louis, Cassier Hotel.

PHILADELPHIA: Hotel Atlantic, Lancaster Hotel, Hotel Franklin.

BOSTON: Hotel Parker, Hotel Franklin.

BALTIMORE: Hotel Baltimore, Hotel Franklin.

DETROIT: Hotel Detroit, Hotel Franklin.

CHICAGO: Hotel Chicago, Hotel Franklin.

ATLANTA: Hotel Atlanta, Hotel Franklin.

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D. V.

BY JOHN ALBRO.  
A plain husband, visiting New York  
To pay his bills and buy a lot of pork,  
Received a note so full of pleasant news  
From wife at home that he could scarce refuse  
Compliance with the wish that she expresses:  
"I am dying, dear, to see you again."

The note went on: "I'm dying, dear, to learn  
How long I've yet to wait for your return.  
Just get the dress and see how nice I'll look.  
And when you're here, come to the Crook,  
But go and hear some interesting preacher,  
Who makes one laugh and cry, like Brooklyn Beeches.  
You know how very little I care  
For what you wear, but you must have something new!  
Once in a while we must have something new—  
We wives who've handsome husbands, dear, like you;  
So soon to ward home I hope that you'll be skinnin'  
With my new dress and the old one trimmin'."  
Marks her dependence on the Power above."  
And, as he'd not been married very long,  
Took all the stools in his father's song,  
Although he had no home, he was rather  
An easy sort of fellow to mulvather.  
When home, the wife, enraptured at the sight  
Of fabrics gay, expresses her delight;  
But when she sees the dress, she says, "*Dee Voient*" bought the pretty dress."  
"*Dee Voient*, dear! I beg your pardon!  
I wrote D. V. to stand for *Dolly Varden*!"

## Crumbs for the Curious.

Young ladies with new solitaire diamond rings never refuse to play the piano.

The persons who most frequently visit the watering-places in summer are milk-men.

The Western confectioner, who a few months ago, taught his parrot to say "pretty creature" to every lady who entered his store, is now a millionaire.

Some men are like cats. You may stroke the fur the right way for years, and hear nothing but purring; but accidentally tread on the tail and all memory of former kindness is obliterated.

Many of the boats on the Erie Canal are navigated exclusively by women.—*Daily Paper*.

We always entertained the belief that canal boats were too slow to carry mails.

It is mentioned as a curious fact by old woodsmen that the beech and sycamore trees are never struck by lightning, though found in close proximity to oak, hickory, and trees of other species that have been scared or torn to pieces by the subtle fluid.

Bridal fans, containing the different terms of endearment used by the husband during his courtship, are all the rage in fashionable circles now. When the happy man gets cross or forgets his promises, a threat to lose her fan usually fetches him down to his work again.

**THE SCIENCE OF CHEMISTRY.**—Of all the sciences which have so far been developed to the world, none is so nearly indispensable, or has furnished so much material for blessings, progress, wealth, health, and happiness, as chemistry. While it was regarded as a more beautiful and intricate playing, too subtle to be brought into general practical use, the world made but little progress in its arts, sciences, and mechanisms; but as soon as it was acknowledged as the indispensable agent of all knowledge, behold, with what power the inhabitants of the earth leap forward. Nothing is impossible; nothing is left undone.

An eminent writer says:—"Chemistry has added very materially to the wealth of the people generally; but it has accomplished far more than at first thought appears. It has given us better ventilation; utilized noxious substances that were otherwise repulsive or dangerous; made plain to the student what articles were poisonous, and the antidotes that render them harmless; has increased our pleasures, and made existence far more enjoyable to all, but particularly to the common laborer. Besides, it has lengthened the average duration of human life. By the direct application of the principles of the science in the development of almost every modern art, success has been rendered more certain, and the field of invention has shone with the brilliancy of its discoveries."

But our greatest industries are, more than all indebted to this science for their principal strength and prominence. A bury chemistry, and all knowledge of it, and iron and steel would occupy the same grave. Without these, where would our civilization be, or what would life be worth?

**WALKING.**—Walking briskly, with an exciting object of pleasant interest ahead, is the most healthful of all forms of exercise, except that of encouraging remunerative, steady labor in the open air; and yet multitudes in large cities, whose health urgently requires exercise, seldom walk when they can ride, if the distance is a mile or more. It is worse in the country, especially with the well-to-do; a horse or carriage must be brought to the door even if less distances have to be passed. Under the conditions first named, walking is a bliss; it gives animation to the mind, it vivifies the circulation, it paints the cheek, and sparkles the eye, and wakes up the whole being, physical, mental and moral.

**TRUNK DEPOT,**  
On the Northeast Corner Forty-Second  
Street and Sixth Avenue,

UNDER THE CENTRAL SAVINGS BANK.

where ladies and gentlemen can supply themselves with TRUNKS, TRAVELING, SCHOOL AND SHOPPING BAGS, and every article needed for traveling convenience, at manufacturers' prices. Every article warranted as represented.

REPAIRING SPECIALLY ATTENDED TO.  
JOHN KAVANAGH, Proprietor.

## GUARDIAN MUTUAL

## LIFE INSURANCE CO.

OF NEW YORK.

Office, No. 251 Broadway

ORGANIZED 1859.

Assets, - - -	\$2,500,000
Losses and Endowments Paid, - - -	\$1,400,000

Cash Premiums. Annual Dividends.

TONTINE SAVINGS PLAN.

ANDREW W. GILL.....	President
EVERETT CLAPP.....	Vice President
LUCAS MCDAM.....	Secretary and Actuary
HENRY C. CLENCH.....	Assistant Secretary

**PATENT MANIFOLD PAPER.**—Two to twenty copies written simultaneously and distinctly. This paper is a great labor-saving improvement, and invaluable to merchants, lawyers, writers for the press, &c. Sold by THE NEW YORK NEWS ASSOCIATION, 119 Nassau street, Room 1.

## FINANCIAL.

**MUNICIPAL BONDS** OF THE HIGHEST GRADE, CAREFULLY SELECTED BY OUR WESTERN AGENT, for sale at prices that will pay from 12 to 15 per cent on the amount invested.

THOS. P. ELLIS & CO., Bankers, 14 Pine st.

**REGISTERED BONDS OF LEAVENWORTH CO.,**

Kansas. Value of property over \$20,000,000 BONDS OF THE VILLAGE OF NEW LONDON, WIS., having but 10 and 12 years to run.

BONDS OF THE CITY OF LAGRANGE, LEWIS CO., MO., issued for Municipal purposes.

All payable in New York city. For sale at prices that will pay from 12 to 15 per cent on the investment.

Also, other choice investment securities.

Call or send for descriptive circulars.

THOS. P. ELLIS & CO., Bankers, 14 Pine st.

**TEN PER CENT.**

KANSAS SCHOOL BONDS.

Principal and interest payable in New York. The safest and most desirable of bond investments. A few choice lots for sale below par.

7 PER CENT BONDS

OF JOHNSON COUNTY, KANSAS, Registered with State Auditor.

Interest January and July in New York.

Actual wealth over \$10,000,000 Indebtedness only..... \$10,000,000

Price, 75 and interest.

Also, Missouri County Bonds, at prices that will pay the investor 12 to 15 per cent interest.

FITCH, OTIS & CO., Bankers, 11 Pine street, New York.

**CHARTERED BY THE**

UNITED STATES.  
THE FREEMAN'S SAVINGS AND TRUST COMPANY, ASSETS OVER \$4,000,000.

A NATIONAL SAVINGS BANK, 165 Bleecker Street, New York.

**INTEREST SIX PER CENT.**

Deposits payable ON DEMAND with interest due.

Interest paid by check, if desired, to depositors residing out of the city.

A specially made of issuing Compound Interest Certificates PAYABLE ON DEMAND.

BANK HOURS—Open from 9 A. M. to 4 P. M., and on Monday and Saturday nights from 5 to 9 P. M.

SEND FOR CIRCULAR.

SAM L. HARRIS, Manager.

JOHN J. ZEILKE, Cashier.

**MANHATTAN SAVINGS INSTITUTION,**

644 Broadway, cor. Bleecker St.

New York, June 24, 1872.

**Forty-third Semi-Annual Dividend.**

The Trustees of this Institution have declared the FORTY-THIRD SEMI-ANNUAL DIVIDEND on all sums on deposit July 1, (by the rules entitled thereto,) at the rate of SIX PER CENT. PER ANNUM, payable on and after the third Monday in July.

Dividends not withdrawn will receive interest the same as deposited.

E. J. BROWN, President.

EDWARD SCHELL, Treasurer.

C. F. ALVORD, Secretary.

**SEMI-ANNUAL REPORT**

OF THE

PRY DOCK SAVINGS BANK,

341 and 343 East Fourth st.,

July 1, 1872.

**RESOURCES:**

Bonds and Mortgages..... \$3,184,880.00

Stock Investments..... \$5,554,550.00

Amount loaned on Public Stocks..... 105,440.50

Real Estate cost..... \$59,631.38

Market value..... \$75,000.

Standing on books, \$59,631.38

Capital..... 427,573.73

Accrued Interest and Premium..... 402,300.42

On Stock..... \$0,088,744.36

**LIABILITIES:**

Amount due Depositors..... \$9,112,309.29

Principal..... \$6,877,903.00

Interest, credited for 1st July, 1872..... 354,405.65

Excess of Assets over Liabilities..... \$76,434.97

Sworn to before me, this 29th day of June, 1872.

W. W. LYON, Notary Public, N. Y. County.

ANDREW MILLIS, President.

JAMES L. STEWART, Secretary.

PRY DOCK SAVINGS BANK, 341 and 343 East Fourth st., New York.

**SIX PER CENT. INTEREST**

PAID ON ALL SUMS FROM \$5 TO \$200.

INTEREST allowed on deposits made on July 8, 1872.

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JAMES L. STEWART, Secretary.

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